

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS  
CFDA # 84.384A  
PR/Award # R384A100058**

Closing Date: NOV 19, 2009

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<b>Application for Federal Assistance SF-424</b>		Version 02
* 1. Type of Submission                      * 2. Type of Application: * If Revision, select appropriate letter(s): <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Application <input type="checkbox"/> Continuation                      * Other (Specify) <input type="checkbox"/> Changed/Corrected Application <input type="checkbox"/> Revision		
* 3. Date Received: 12/4/2009		4. Applicant Identifier:
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: n/a
<b>State Use Only:</b>		
6. Date Received by State:		7. State Application Identifier:
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name:    South Carolina Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 576000286		* c. Organizational DUNS: 069313609
<b>d. Address:</b>		
* Street1:		1429 Senate Street, Suite 1005
Street2:		The Rutledge Building
* City:		Columbia
County:		Richland
State:		SC
Province:		
* Country:		USA
* Zip / Postal Code:		29201
<b>e. Organizational Unit:</b>		
Department Name:		Division Name:
Data Management & Analysis		Accountability
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix:		Mr.                      * First Name:                      Tom
Middle Name:		

\* Last Name: Olson

Suffix:

Title: Director, Programming Services

Organizational Affiliation:

South Carolina Department of Education

\* Telephone Number: (803)734-8174

Fax Number: (803)734-8237

\* Email: TOLSON@ED.SC.GOV

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

**\* 12. Funding Opportunity Number:**

n/a

Title:

n/a

**13. Competition Identification Number:**

n/a

Title:

n/a

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Statewide impact (public education, social services, workforce development)

**\* 15. Descriptive Title of Applicant's Project:**

The South Carolina Longitudinal Information Center for Education (SLICE 2013)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: 6

\* b. Program/Project: all

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 5/1/2010

\* b. End Date: 9/30/2013

**18. Estimated Funding (\$):**

a. Federal	\$ 5084464
b. Applicant	\$ 824765
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 5909229

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**☒ \*\* I AGREE**

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Dr. \* First Name: Jim  
Middle Name: H  
\* Last Name: Rex  
Suffix:

Title: State Superintendent of Education

\* Telephone Number: (803)734-8491 Fax Number: (803)734-3389

\* Email: GRANTS@ED.SC.GOV

\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
South Carolina Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 11,016	\$ 11,516	\$ 11,516	\$ 0	\$ 0	\$ 34,048
4. Equipment	\$ 10,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 10,000
5. Supplies	\$ 18,200	\$ 15,600	\$ 13,700	\$ 0	\$ 0	\$ 47,500
6. Contractual	\$ 5,028,328	\$ 5,854,655	\$ 3,902,552	\$ 0	\$ 0	\$ 14,785,535
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 5,067,544	\$ 5,881,771	\$ 3,927,768	\$ 0	\$ 0	\$ 14,877,083
10. Indirect Costs*	\$ 16,920	\$ 18,094	\$ 8,917	\$ 0	\$ 0	\$ 43,931
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 5,084,464	\$ 5,899,865	\$ 3,936,685	\$ 0	\$ 0	\$ 14,921,014

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 2%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%

**U.S. DEPARTMENT OF EDUCATION****BUDGET INFORMATION****NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
South Carolina Department of Edu...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY****NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 630,711	\$ 532,568	\$ 322,044	\$ 0	\$ 0	\$ 1,485,323
2. Fringe Benefits	\$ 194,054	\$ 163,581	\$ 98,279	\$ 0	\$ 0	\$ 455,914
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 824,765	\$ 696,149	\$ 420,323	\$ 0	\$ 0	\$ 1,941,237
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 824,765	\$ 696,149	\$ 420,323	\$ 0	\$ 0	\$ 1,941,237



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

<b>Signature of Authorized Certifying Representative:</b>
<b>Name of Authorized Certifying Representative:</b> Jim H. Rex
<b>Title:</b> State Superintendent of Education
<b>Date Submitted:</b> 10/07/2009

## Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: SC Department of Education Address: 1429 Senate Street, Suite 1005 City: Columbia State: SC Zip Code + 4: 29201-3730  <b>Congressional District, if known: 06</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> US Department of Education	<b>7. Federal Program Name/Description:</b> ARRA Statewide Longitudinal Data Systems  CFDA Number, if applicable: 84.384	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): The SC Department of Education Address: does not employ lobbyists. City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): The SC Department of Education Address: does not employ lobbyists. City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Jim H. Rex Title: State Superintendent of Education Applicant: South Carolina Department of Education Date: 10/07/2009	
<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

South Carolina Department of Education

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Jim Middle Name: H

Last Name: Rex Suffix:

Title: State Superintendent of Education

Signature:

Date:

10/07/2009

ED 80-0013

03/04

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Mr. Tom Olson

Address:

\* Street1: 1429 Senate Street, Room 401A  
Street2: The Rutledge Building  
\* City: Columbia  
County: Richland  
\* State: SC \* Zip / Postal Code: 29201 \* Country: USA

\* Phone Number (give area code) Fax Number (give area code)  
(803)734-8174 (803)734-8237

Email Address:

TOLSON@ED.SC.GOV

**2. Applicant Experience**

Novice Applicant ☐ Yes ☒ No ☐ Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# Project Narrative

## Project Narrative - Project Abstract

Attachment 1:

Title: **SLICE 2013 Project Abstract** Pages: **1** Uploaded File: **F:\USERS\Grants\SDE Grant proposals\Technology\Longitudinal Data System\LDS Dec 09\lds 09 abstract.pdf**

South Carolina Longitudinal Information Center for Education (SLICE 2013)  
Proposal Abstract

The South Carolina Department of Education (SCDE), with key partners, requests \$14,921,014 in grant funds to expand a statewide longitudinal data system (SLDS) to support instruction and learning across the pre-kindergarten-to-postsecondary educational spectrum (P-20). The proposed SLDS—the South Carolina Longitudinal Information Center for Education (SLICE 2013)—will create the foundation for integrating K–12 data systems with early childhood data systems, other human service systems, postsecondary data systems, and workforce data systems.

SLICE 2013 also addresses the 12 required elements of a P-20 education data system under the America COMPETES Act through collaboration with institutions and agencies of the higher education system in South Carolina. Our outcomes form the foundation of an educational data system that supports and informs all learners and constituents. The 10 outcomes are:

1. Establish data governance structures to include P-12, higher education, workforce agencies, health and human services agencies, and other child care agencies in South Carolina.
2. Facilitate and create P-20 data exchanges among educational agencies and institutions within the state and among other states so that data may inform policy and practice.
3. Expand the existing SLDS educational data warehouse to include new data sources and new interfaces.
4. Integrate educator data into the SLDS to facilitate assessment of educator performance and to inform teachers of their impact on student performance.
5. Implement further data quality controls within the statewide student information system so that data are complete, correct, and meaningful.
6. Integrate assessment data from sources other than statewide testing into the data warehouse to facilitate teacher planning at the learner level and to foster differentiated instruction.
7. Implement a unique program identification numbering system (P-ID) so that educational programs throughout the state can be evaluated for effectiveness.
8. Implement a statewide curriculum management system (CMS) to manage South Carolina's default curriculum and common core curriculum, integrate learning standards into curriculum and planning, analyze assessment results related to learner performance, and facilitate educator planning to improve learner performance.
9. Implement a unique educator ID numbering system (ED ID) to identify teachers, administrators, counselors, media specialists, and other educators who work with students.
10. Create and provide accessible training for all agency partners and stakeholder groups.

This proposal to implement a comprehensive statewide longitudinal data system is critical to South Carolina's efforts to reform its education system so learners are successful in the P–20 environment and the workplace. SLICE 2013 will produce two important products: (1) The resources for South Carolina to take educational information technology to the next levels—analysis and application of data in addressing educational needs and issues, and (2) strategies and resources that can be replicated in other states. SLICE 2013 will provide high-quality data to inform the actions of educators and policymakers in their efforts to address the distribution of effective teachers and education leaders, the use of rigorous standards and assessments, and the transformation of struggling schools – all of which are critical factors in improving learner performance. In addition, SLICE 2013 will offer integrated data to provide broader analyses of the impact of P-20 efforts on the statewide economy.

# Project Narrative

## Project Narrative - Project Narrative

Attachment 1:

Title: **SLICE 2013 Project Narrative** Pages: **30** Uploaded File: **F:\USERS\Grants\SDE Grant proposals\Technology\Longitudinal Data System\LDS Dec 09\LDS 09 Proposal Narrative final.pdf**



## A. NEED FOR THE PROJECT

The South Carolina Department of Education (SCDE) has developed a statewide longitudinal educational data system with federal funding provided by the FY 2006 statewide longitudinal data systems (SLDS) grant. The FY 2006 grant allowed South Carolina to lay a solid, stable foundation for a fully functional SLDS.

### 1. Current Status of South Carolina's Statewide Longitudinal Data System

Since 2006, the SCDE has been a leader in national efforts to create and use statewide longitudinal data systems (SLDS) for public education. The SCDE has already implemented several key SLDS components as part of systems and other data projects at the state level and as part of the FY 2006 SLDS grant:

- Led the nation in developing strategies to create and use statewide unique student identification numbers; the SCDE's Student Unique Numbering System (SUNS), based on Schools Interoperability Framework (SIF) functionality, is a model used in other states and large districts around the country
- Implemented SIF architecture in every school district in South Carolina
- Defined and implemented a state-level technical architecture as a foundation for developing the SLDS
- Upgraded SCDE's data network security infrastructure by implementing Novell's Identity Manager software and transitioned to district-level control for assigning and maintaining role-based access for school and district staff
- Designed, developed, and implemented an enterprise data dictionary
- Improved *EDFacts* reporting capabilities by establishing processes, procedures, and programs needed to improve the quality of data submitted to USED
- Completed the structure of and stored data in the educational data warehouse within the State's Data Warehouse in the Office of Research and Statistics; the warehouse contains
  - three years of Student Information System data
  - three years of state standardized assessment test data (grades 3–8)
  - three years of South Carolina High School Exit Exam data
  - three years of teacher employment and credential data
  - one year of student Individual Graduation Plan data
- Developed a public interface to the data warehouse so that diverse education stakeholders can access and analyze aggregated and disaggregated data
- Developed a data integration system to help identify middle and high school students who may be at risk for dropping out of school or for unsuccessful educational experiences
- Developed and implemented an online system for electronic individual graduation plans (*E-IGP*) for middle and high school students to use in planning secondary academic and career goals
- Developed and implemented an electronic transcript system (*e-Transcript*) that sends individual student transcripts from K–12 schools to institutions of higher education (IHEs) (Postsecondary Electronic Standards Council (PESC)-compliant); provisions are in place to enable *e-Transcripts* between K–12 schools and among/between IHEs
- Integrated systematic collection and maintenance of K–12 student-level data from the statewide K–12 Student Information System (SIS) with data from statewide

assessments, individual student graduation planning, teacher certification and credential system, and other sources to track the following enrollment, demographic, and participation data:

- (1) entry, exit, and transfer into and out of programs
- (2) completers and dropouts
- (3) student-level transcripts, including courses completed and grades earned
- (4) student-level results from college readiness tests.

These results from the FY 2006 SLDS grant and other strategic state systems and data efforts evince not only South Carolina's keen understanding of the need to collect, share, and use data to reform the way public education serves its learners, but also South Carolina's commitment to transparency and accountability as essential elements of reform.

## **2. Required Capabilities and Key Elements to Be Developed**

While pleased with our progress and the status of these deliverables, South Carolina's existing educational SLDS, named the South Carolina Longitudinal Information Center for Education (SLICE), does not yet meet all of the recently updated federal requirements for an effective SLDS. SLICE currently meets six of seven required data system capabilities and 10 of 12 required data system elements identified in the America COMPETES Act. Table I in Appendix C details the current status of these required capabilities; Table II details South Carolina's status with the required data elements. The information below identifies the capabilities and elements that will be developed or enhanced through SLICE 2013. (Items not mentioned are fully met or implemented and will not be affected by SLICE 2013.)

Capability 1. The system must enable states to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).

- Not met.
- SLICE 2013 will include and integrate student-level data from higher education, workforce, commerce, childcare/early childhood, social and health services, and the Armed Forces.

Capability 2. The system must facilitate and enable the exchange of data among agencies and institutions within the state and between states so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.

- Partially met.
- The current SLDS has incorporated the standards of the Schools Interoperability Framework Association (SIFA) and the PESC to promote linkage and connectivity through standard data structures and formats within P-20 data environments. Our focus has been limited to the K-12 environment and the electronic submission of transcripts from K-2 to postsecondary institutions. SLICE 2013 will integrate data collection and reporting requirements across the P-20 environment and into workforce data sets. SLICE 2013 also extends these efforts across state boundaries. Full integration with agencies outside K-12 and with other states (outside the scope of the original SLDS project) is an integral part of SLICE 2013.

Capability 3: The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with particular teachers primarily responsible for providing instruction in various subjects.

- Fully met.
- SLICE 2013 will enhance the capability to automate the integration of data from different sources.

Capability 4: The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.

- Fully met.
- SLICE 2013 will enhance this system capability by automating and augmenting associated and additional data elements about IHEs.

Capability 5: The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students.

- Partially met.
- The current SLDS informs continuous improvement and decision-making; however, additional functionality and interfaces are needed to ensure that teachers, other educators, and parents have immediate, secure access to data and to ensure the long-term sustainability of the system.

Capability 6: The system must ensure the quality and integrity of data contained in the system.

- Partially met.
- The current SLDS includes a process to confirm the validity of data collected from districts and schools; however, this process is time-consuming and requires multiple data collections within short periods of time. The current statewide Student Information System, *PowerSchool*, does not currently trap for data errors at entry, resulting in post-entry processing to identify entry errors and returning error reports to districts for correction. SLICE 2013 adds data validation at the point of entry to ensure that errors are caught before collection by the state.

Capability 7: The system must provide the state with the ability to meet reporting requirements of the US Department of Education, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the *EDFacts* data collection and reporting system.

- Partially met.
- As part of its implementation of the current SLDS, the SCDE has improved procedures for *EDFacts* reporting. In 2007, SCDE participated in successful proof-of-concept strategies for using SIF XML for submission of *EDFacts* data. SLICE 2013 will automate the extraction and formatting of *EDFacts* data.

**Required Data System Elements:** South Carolina's existing SLDS fully or partially meets 10 of 12 data system elements required by the America COMPETES Act, as described below (see Table II in Appendix C for detailed descriptions):

Element 1: A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal/State law).

- Substantially met.

- Currently, the state's unique student identification numbering system, called SUNS, is not integrated with the state's early childhood or postsecondary systems. SLICE 2013 will extend the unique student identifier system to the early childhood environment and facilitate the inclusion of the unique student identifier in higher education student records.

Element 2: Student-level enrollment, demographic, and program participation information

- Substantially met.
- K–12, early childhood, postsecondary education, workforce, and health and human services agencies maintain the enrollment, demographic, and program participation data required for their specific programs. SLICE 2013 will create the integrated governance and mechanisms by which these disparate databases can share information across the complete P-20 and workforce environments.

Element 3: Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

- Substantially met.
- K–12, early childhood, IHEs, workforce, and health and human services agencies maintain the specific entry, exit, transfer, dropout, and completion data required for their programs. SLICE 2013 will create the governance and mechanisms by which these disparate databases can exchange information across the complete P-20 and workforce environments.

Element 4: The capacity for K–12 education to communicate with higher education data systems.

- Not met.
- In South Carolina, P-12 and postsecondary data are not currently linked by any mechanism. A primary objective of SLICE 2013 is the integration of P-12 and postsecondary data.

Element 5: A state data audit system assessing data quality, validity, and reliability.

- Partially met.
- Currently, the SCDE validates key elements in data collected from districts. Validation results are sent to each district so that errors can be corrected in the local SIS. Districts can transmit data to the SCDE in advance of data collection deadlines to have the data validated early. Early validation provides districts the opportunity to correct errors before final submission. SLICE 2013 adds data validation at the point of entry into the statewide Student Information System (SIS). This method of validating data will ensure that errors are caught before collection by the state.

Element 7: Information on students not tested, by grade and subject.

- Fully met.
- Based on recommendations in the Data Quality Campaign's essential elements document, SLICE 2013 includes strategies to collect additional data about untested students, including the reason why a student was not tested.

Element 8: A teacher identifier system with the ability to match teachers to students.

- Partially met.
- In the current SLDS, teachers are uniquely identified within their individual districts. South Carolina needs a system that will uniquely identify all other educators (administrators, counselors, etc.) who work with students. Similar to the state's unique

student ID system, SLICE 2013 will generate a statewide unique educator identifier that will follow educators across districts.

Element 11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

- Partially met.
- The state-mandated “College Freshman Report” transmitted from IHEs to high schools covers the first semester following a student’s graduation from high school; however, no mechanism exists to track students through the end of their first year in college or through completion of a program of study. By integrating P-12 and postsecondary data into a P-20 system, South Carolina will be able to examine data related to transition to college, enrollment in remedial coursework, and postsecondary progress and success.

Element 12: Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

- Substantially met.
- South Carolina’s P-12 and IHEs are currently piloting a course-alignment project that seeks to align high school exit courses with entry-level college courses so that high schools can become more successful at preparing learners for postsecondary education.

### **3. Capabilities and Elements to Support South Carolina’s Education Reform Efforts**

South Carolina is committed to using data to inform all dimensions of its efforts to reform education across the state and to address the four educational reform areas established by the USED in its SLDS and other ARRA grant proposals (Teacher Incentive Fund, School Improvement Grant, and Race to the Top).

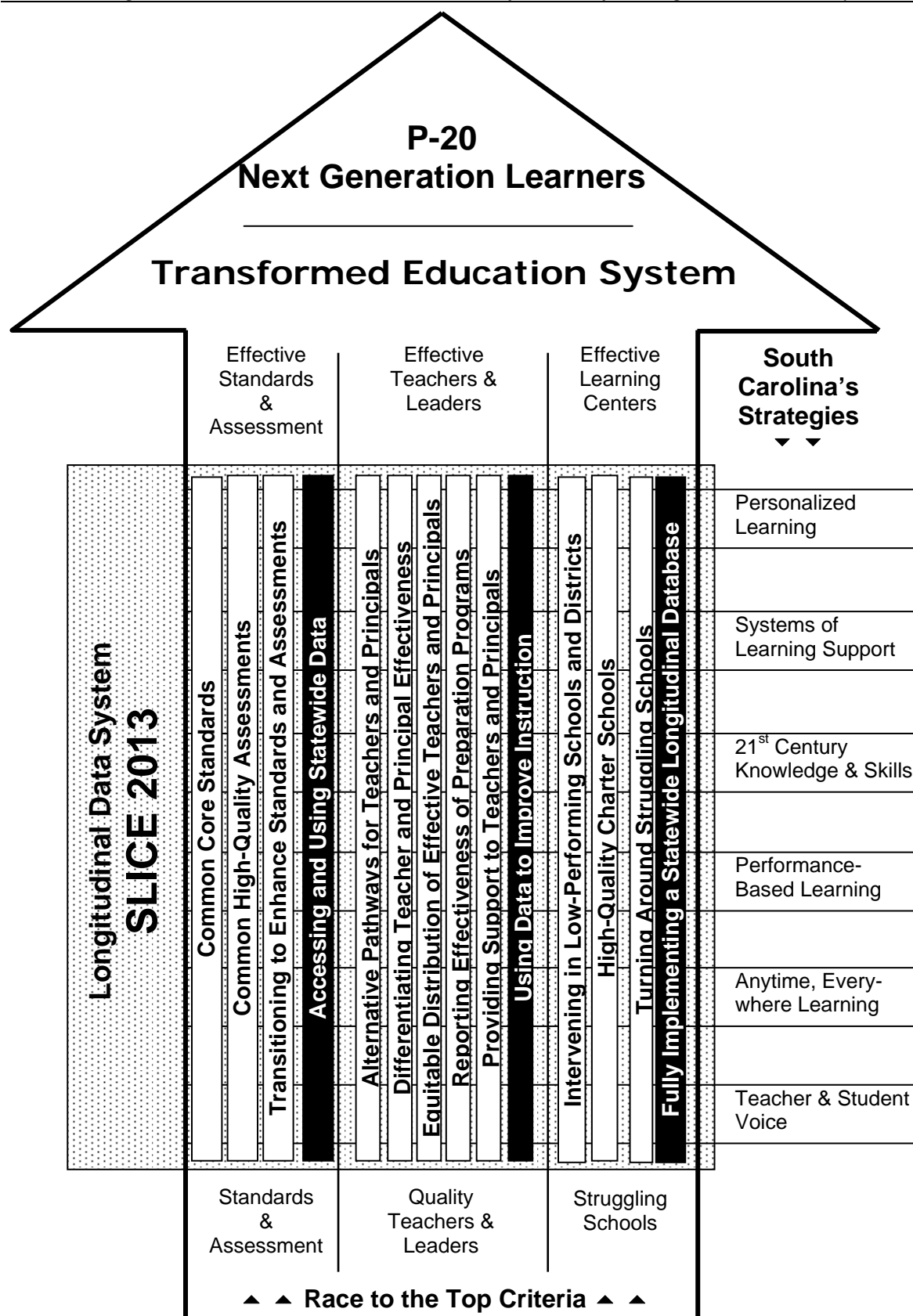
Strategies to ensure the equitable distribution of effective teachers and leaders will be based on multiple data elements. These elements will help identify effective teachers and the programs that prepared them, where those teachers and leaders are working, and the areas in which those educators are most effective. Aligning this data with the resources needed to recruit and retain effective leaders in high-poverty, low-performing districts will assist in the equitable distribution of effective teachers and leaders.

South Carolina has been recognized nationally for developing and implementing rigorous academic standards and assessments. Data related to the national common core curriculum, as well as South Carolina’s default curriculum, will help us align standards, instruction, and assessment. The proposed curriculum management system (CMS) will link standards, curriculum, and assessment data to instructional practice.

Data will propel South Carolina’s efforts to transform low-performing schools. Data to understand the needs of students, educators, and administrators; data to assess effectiveness of interventions; and data that demonstrate growth and improvement by students and educators are paramount to any sustainable, legitimate reform advances.

SLICE has an important role in South Carolina’s efforts to transform its education system. As the state’s Framework for Transforming its Education System ([Figure 1](#)) illustrates, SLICE 2013 (gray area) underlies the entire reform effort with regard to implementing rigorous standards and assessments, equitably distributing effective teachers and leaders, and supporting struggling schools. At each point where the reform areas intersect with South Carolina’s strategies (planning for personalized learning; systems of learning support; 21<sup>st</sup> century knowledge and skills; performance-based learning; anytime, everywhere learning; and teacher and student voice), data is available to inform decisions and actions.

Figure 1: South Carolina's Framework for Transforming Its Education System



#### 4. South Carolina's Current Data Capacity to Support Improvement Efforts

In the past five years, South Carolina has made tremendous progress in developing a SLDS that is useful to diverse constituencies. One key feature of this SLDS is the multi-agency statewide data warehouse, housed within the Office of Research and Statistics (ORS), in the SC Budget and Control Board (<http://www.ors.state.sc.us>) (see letter of support in Appendix D). This neutrally located data warehouse allows agencies to contribute their data and access data from other agencies. In addition, ORS has an easily accessible public interface that facilitates the broad dissemination and communication of information. For example, users can access local economic, health care, demographic, and community indicators to gain an understanding of factors that may influence education and student achievement.

In addition, the SCDE has assigned unique student identification numbers (SUNS numbers) to all students in public K–12 schools since the 2005–06 school year, with a 99% rate of assignment since spring 2007. This unique identifier is now a part of every student's K–12 record. In January 2009, of 714,060 students about whom data were collected, 711,682 had received state-assigned SUNS numbers. The SCDE also works with ORS to create unique research identifiers that can be used for data analysis without identifying individual students.

The SCDE has taken steps to collaborate with higher education, including two- and four-year colleges. Already, the SCDE has deployed the Docufide electronic high school transcript system statewide. South Carolina's *e-Transcript* allows high school students to have transcripts electronically transmitted free-of-charge to participating IHEs in South Carolina. At least 30 of 33 public IHEs have joined the Docufide network. Nineteen school districts are already registered to use the *e-Transcript* system. In yet another initiative, the SCDE is collaborating with the South Carolina Commission on Higher Education (CHE), South Carolina's coordinating board for higher education, and the State Technical College System to develop strategies that will assist students in their efforts to prepare for success in postsecondary education.

The SCDE also collects data electronically from South Carolina public schools six times each school year. The SCDE has developed validation processes and reports for much of the data collected. Demographic data, activity (course) code data, and teacher information are edited at the time of collection. Validation reports provide schools and districts with summary counts of the types and numbers of data errors. Beginning with the 2008–09 school year, the SCDE made available to all districts the ability to transmit data solely for error checking prior to the beginning of each collection period. Error reports are sent to districts so that corrections can be made in the Student Information System before the next collection. During the course of the school year, the SCDE tracks the changes in the number of errors detected. The SCDE data validation system showed the following changes in error counts from September 2007 to June 2008:

- Student demographics errors decreased from 159,873 to 7,223
- Activity code errors decrease from 17,134 to 16,585
- Teacher demographics errors decreased from 49,115 to 20,686.

The SCDE also conducts Data Quality seminars in districts. In Spring 2006, the SCDE assigned a trainer to visit school districts with the sole purpose of discussing data quality issues. More than 1,377 district personnel in 45 school districts have participated in training sessions. This trainer has made presentations at several statewide conferences over the past three years.

The SCDE has begun implementing structures that will enable enhanced, expanded data exchange. South Carolina's schools are already using common portals and tools. Through the prior SLDS grant, the SCDE implemented Schools Interoperability Framework (SIF)

functionality statewide. To use student performance as an indicator of success, local test scores must be combined with data such as student demographics, school demographics, instructional programs, and economic indicators. Local testing data is currently not available at the state level. A large number of South Carolina's school districts (66%) already use the same software, *Testview*, to aid in evaluation of local, and state, test scores.

Nonetheless, South Carolina's current capacity to support comprehensive educational reform is limited. In the current SLDS, gaps exist in the linkages between and among P-12 data and postsecondary data, P-12 data and health and human services data, and P-12 data and workforce data. SLICE 2013 delineates strategies that will create or strengthen linkages between and among such critical data sets.

## **5. Training or Technical Assistance Needs to be addressed through SLICE 2013**

Acquiring data serves no purpose unless system components enable stakeholders to access, analyze, and apply data. For its education reform efforts to be successful, South Carolina must implement the following training and support systems. Stakeholders will require training and technical assistance in the following seven areas (the 7A's):

- *Acquisition:* For South Carolina's reform efforts to be successful, high-quality data must be available to all stakeholders. Successful acquisition of high-quality data depends on those who produce the data and those who enter data into the system. Training and support for educators and data managers are critical to this process.
- *Awareness:* Educational and partner stakeholders in higher education, workforce agencies, and other health and human service agencies must be aware that data exist in order to access and use data to make critical decisions and take important actions.
- *Access:* SLICE 2013 offers three separate interfaces, with access determined by stakeholder role. Training and support will be based on the appropriate level of access with applied system security measures.
- *Analysis:* Stakeholders will need training and support to ensure proper understanding, analysis, and use of data from SLICE 2013.
- *Application:* Users will need ongoing training and support to ensure they can effectively apply their analyses to address concerns of individual agencies and issues or needs of clients or students.
- *Assessment:* Stakeholders will need training and support to use data effectively to determine outcomes and report results of their application efforts.
- *Advancement:* Stakeholders will need a constantly higher level of training and support to refine assessment and application processes, identify subsequent sets of needs and problems, and identify appropriate next steps. These processes will lead to new data being added to the system to increase effectiveness.

For SLICE 2013 and with SLDS funds, and in direct relationship to the initial phases of implementation, the SCDE will primarily focus on the first four of the 7A's delineated above. South Carolina's RT3 proposal will address the remaining training elements.

## **6. Using SLICE 2013 to address the requirements of the State Fiscal Stabilization Fund**

South Carolina's current SLDS enables the state to meet many of the requirements for State Fiscal Stabilization Funds as well as the requirements for Race to the Top. Data elements in the SLDS will be defined specifically to meet SFSF requirements.



## B. PROJECT OUTCOMES RELATED TO SYSTEM REQUIREMENTS AND IMPLEMENTATION

SLICE 2013 expands and enhances South Carolina's existing SLDS, integrates its data into the state's data warehouse, and addresses the new federal requirements. Based on gaps identified in the Needs section, the SCDE and its partners have addressed specific priorities in SLICE 2013 related to the state's efforts to reform public education.

The SCDE, in collaboration with its education, economic, and community partners, has identified 10 outcomes for SLICE 2013 to support fully the objectives of South Carolina P-20 public education reform, USED, the America COMPETES Act, the Data Quality Campaign, and the reform efforts in progress and included in the state's Race to the Top (RT3) proposal (January 2010). These 10 outcomes will result in a sustainable, comprehensive data system for public education, social services, and workforce development.

### 1. Outcomes

Outcome 1. Establish a data governance structure (GOV\*) to create and implement policies, regulations, and data-sharing agreements regarding the acquisition, storage, security, and access of data related to P-12, higher education, workforce, corrections, health and human services, social services, and child care. Such a governing structure currently does not exist in South Carolina.

- A Data Governance Committee (DGC) will establish policies, procedures, and regulations regarding the acquisition of specific data elements as well as the storage, security, and use of data, and access to data related to P-12, higher education, workforce, human and social services, and economic needs.
- The DGC will include one member from each of the following organizations to be appointed by the agency head, director, district superintendent, or president of each organization: the SCDE; the SC Commission on Higher Education; the State Technical College System; the SC Employment Security Commission; the SC Department of Commerce; the Department of Social Services; the SC Office of Research and Statistics; the State School Boards Association; one member to represent the state's school districts; and one member to represent the state's institutions of public higher education. Each entity will have equal representation on the DGC, and each will carry equal decision-making status and voting privileges.
- The DGC will explore the impact of FERPA (the Family Educational Rights and Privacy Act) on data collaboration within the state and with federal agencies.

Outcome 2. Facilitate and, where appropriate, create P-20 data exchanges (P-20) among educational agencies and institutions within South Carolina and among other states so that data may be used to inform policy and practice.

- Data exchanges will be governed by the data governance structures and will have appropriate policies in place to protect student confidentiality.
- Data exchanges will have an approval process with the appropriate agencies.
- SLICE 2013 will allow integration of P-12 and postsecondary data so that successful transition to and progression in post-secondary education can be examined with respect to high school preparation.

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\*Each outcome has a reference project code within parentheses that is used in the Timeline of Activities, the Budget Narrative, and the Budget Justification.

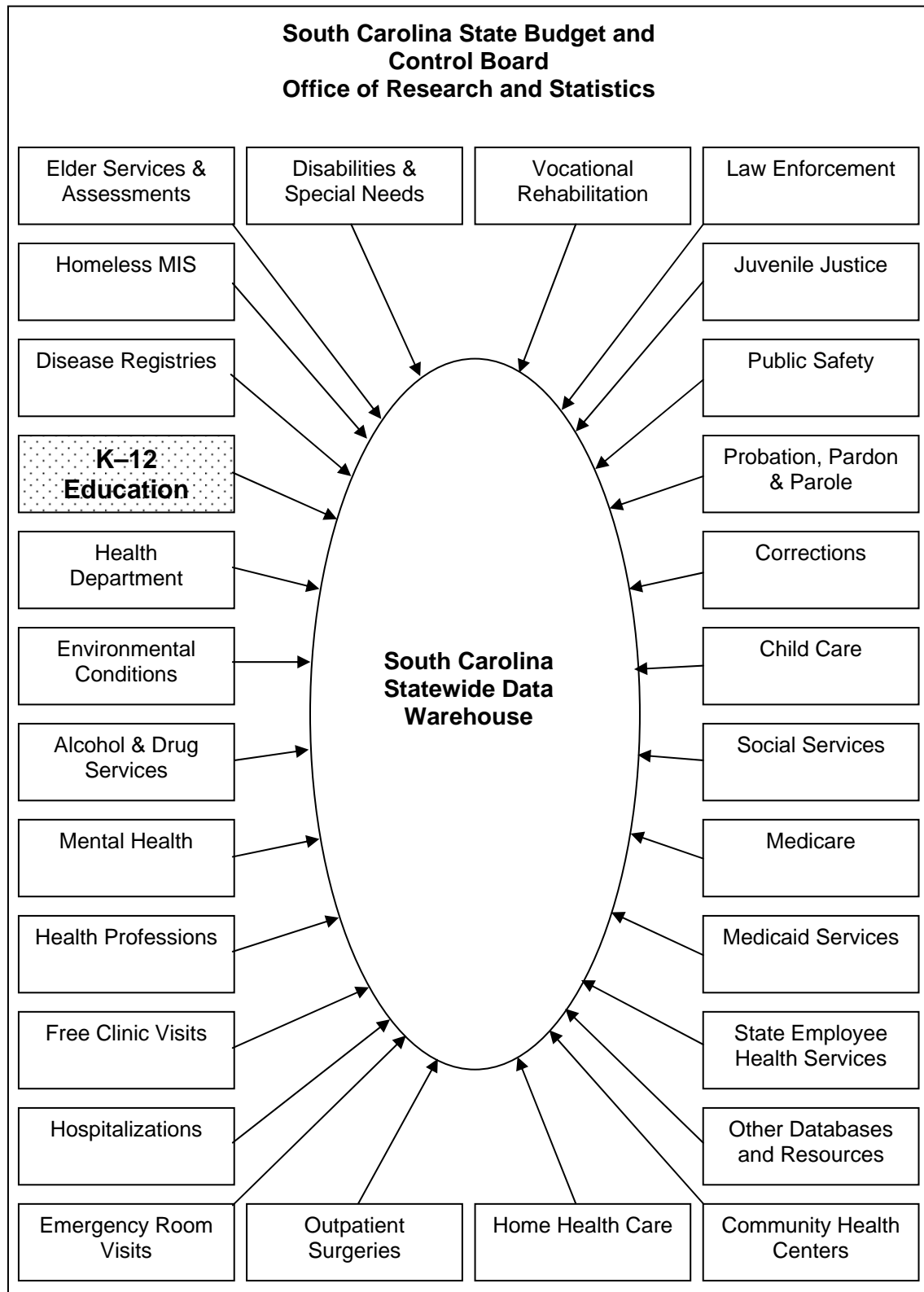
Outcome 3. Expand the existing SLDS educational data warehouse (XDW), contained in the SC Data Warehouse (ORS), to include new data sources and new interfaces.

- Support intra- and inter-state and national interoperability by using standard data structures, data formats, and data definition standards to ensure linkage and connectivity among the various levels and types of data. Establishing data exchange standards and creating common data elements, definitions, and a unique identifier will enable the integration of these data sets. Standards to be used will include SIFA, PESCS, National Center for Education Statistics (NCES) and others as appropriate.
- Exchange of data will enable K–12, postsecondary, workforce, human services, corrections, and other agencies to share, access, and analyze longitudinal data needed to make effective workforce and economic development decisions.
- Identify broad needs for sharing data and identify specific data elements to be shared between and among P–12, postsecondary, workforce, and social service agencies.
- Monitor data submission between and among P-12, postsecondary, workforce, the Armed Forces, corrections, and social services areas.
- Include new data sources (P–20, commerce, employment/workforce, childcare, law enforcement, corrections, ACT/SAT student level data, the Armed Forces, dropout, summer survey data, data from the SCDE’s Division of Educator Quality and Leadership (DEQL), and *Testview*).
- Explore and define opportunities for interstate data sharing through SCDE’s active participation in the SERVE Center at UNC Greensboro (SERVE).

In addition, SLICE 2013 will develop and implement intuitive interfaces and easily generated reports.

- The educator interface for teachers, administrators, and other educators will provide secure access to student-level assessment and other data in real-time. Through this interface, educators will have access to data and tools (for example, longitudinal assessment results, curriculum and academic standards, lesson planning, student academic plans, readiness for career and academic opportunities, at-risk factors) to inform decisions and actions about instruction and interventions to meet each learner’s needs.
- The researcher, key agency stakeholder, and policymaker interface will provide secure access to longitudinal de-identified student data to inform decision making and policy decisions. (De-identification will include unique IDs that do not permit student identification.)
- The parent and student Web-based interface will provide secure access to specific student-level data to inform the student’s learning opportunities, plans, and achievement.
- The Web-based public interface (developed but not yet launched) will provide access to aggregated data about school, districts, programs, agencies, and institutions.
- These interfaces will provide controlled access to the data system for new stakeholders based on policies and procedures set by the Data Governance Committee.
- Figure 2 represents the existing statewide database hosted and managed by ORS. ORS has existing contractual relationships with many state agencies to store and maintain data securely. The contract between ORS and SCDE includes participating in the development of and hosting the SCDE SLDS.

*Figure 2: The Integration of the Educational Data System with Other State Data Systems*



Outcome 4. Integrate educator data from the SCDE's Division of Educator Quality and Leadership (I-DEQL) into the SCDE data system that feeds into the SC educational data warehouse to facilitate assessment of educator performance and to inform teachers of their impact on student performance.

- The integration of educator datasets will enable the assessment of educator performance as a function of student performance.
- Integrating these two data sets will enable the SCDE to centralize and automate the matching of teacher data with certification information and teacher preparation programs, including the institutions where teachers received their training, will help improve teacher preparation programs.

Outcome 5. Implement data quality and validity controls (DQV) within South Carolina's statewide Student Information System, *PowerSchool*, so that data entries are complete, correct, and meaningful for analyses. SLICE 2013 ensures and enhances the quality and integrity of data contained in the system.

- SLICE 2013 will integrate data quality controls within South Carolina's statewide Student Information System to include error-trapping for essential data elements.
- SLICE 2013 includes development of data quality standards for sharing data across various agencies' disparate databases.

Outcome 6. Integrate assessment data from sources and instruments other than the statewide K–12 assessment management system (SAMS) into the data warehouse, including formative, periodic, and other data, to facilitate teacher planning and foster differentiated instruction.

- For integrating local test scores into the SLDS, the SCDE has the support of a vendor/contractor, VC3, Inc. (see letter of support in Appendix D), which has developed an assessment management system, *Testview*, currently used in almost two-thirds of the 86 districts in the state.
- SLICE 2013 will implement a statewide version of *Testview* to consolidate data and enable cross-district and cross-school comparisons.
- *Testview* is being distributed to the remaining districts as part of the SCDE's integration into the existing statewide IEP management system. The SCDE and VC3 have already hosted numerous design sessions with district representatives.
- *Testview* already provides exceptional security and privacy functionality as part of its core product. That functionality will be enhanced to expand teacher and principal access to SLDS data that is not currently included in the existing *Testview* databases. As an example of its current functionality, *Testview* has automated integration with South Carolina's statewide SIS and links to master schedules in the SIS. The master schedule contains each teacher's schedule and links to class rosters. *Testview* then assigns the teacher's rights to student records based on the class rosters. Teachers cannot see records for students who are not in their classes. Similarly, principals cannot see records for students who are not enrolled in their schools.

Outcome 7. Implement a unique program identification numbering system (P-ID) so that educational programs throughout the state can be evaluated for effectiveness in meeting student needs (including effectiveness with specific subgroups of students).

- The P-ID will provide the ability to identify student participation in specific programs at specific time periods.
- The P-ID will enable the ability to determine the impact of specific curriculum and programs on student performance.

*Outcome 8.* Implement a statewide curriculum management system (CMS) to manage South Carolina's new default curriculum and common core curriculum, integrate learning standards into curriculum and planning, analyze assessment results related to learner performance, and facilitate educator planning to improve learner performance.

- CMS will provide data to classroom- and building-level educators that will inform educator curricular and programmatic evaluation and decision-making.
- The SCDE will use CMS to identify specific academic standards presenting the highest degree of difficulty for student mastery and to develop statewide strategies for schools where student performance indicates interventions may be necessary.
- CMS will enable collection of local assessment results that can be used to inform policies and planning for educational reform.

*Outcome 9.* Implement a unique educator ID numbering system (ED ID) to identify teachers, administrators, counselors, media specialists, and other educators who work directly with students.

- The ED ID will enable the matching of individual educator data with information about their certification and teacher preparation programs, including the institutions at which teachers received their training.
- SLICE 2013 will link student data with teacher data to enable, among other things, the matching of a student with his/her particular teachers responsible for providing instruction in various content areas.
- SLICE 2013 will enable matching of student data to teacher data and will provide better instruments to determine student growth and instructional effectiveness.

*Outcome 10.* Create, conduct, and distribute accessible training (Training for SLICE 2013—T4SLICE) for all stakeholder groups, including data collection staff, data entry staff, key agency stakeholders, public and community members, policymakers, researchers, teachers, education leaders, and others. Training will focus on ensuring that users know the data exist and how to access, analyze, apply the data to specific needs.

- SCDE uses diverse technologies to deliver cost-effective training. Web-based interactive training and tutorials, online courses, face-to-face training, and customized training are all options that we will use.
- Interface training modules will be available only after the user's credential is confirmed as an educator (from access provided at the school and district levels) or as a researcher or policymaker (through a process for a request for access developed by the Data Governance Committee). Training modules will be available for educators, researchers, key agency stakeholders, and policymakers only after authorized login to the data system.
  - Training for the public interface will be online, in the form of text, audio, and video resources.

- Training for the educator interface and the research and policy interfaces will not be open to the public.

## 2. Strategies to Fulfill Essential Elements of the America COMPETES Act

The proposed SLICE 2013 system includes components specifically designed to address, augment, and expand the 12 essential elements of a P-20 educational data system required by the America COMPETES Act:

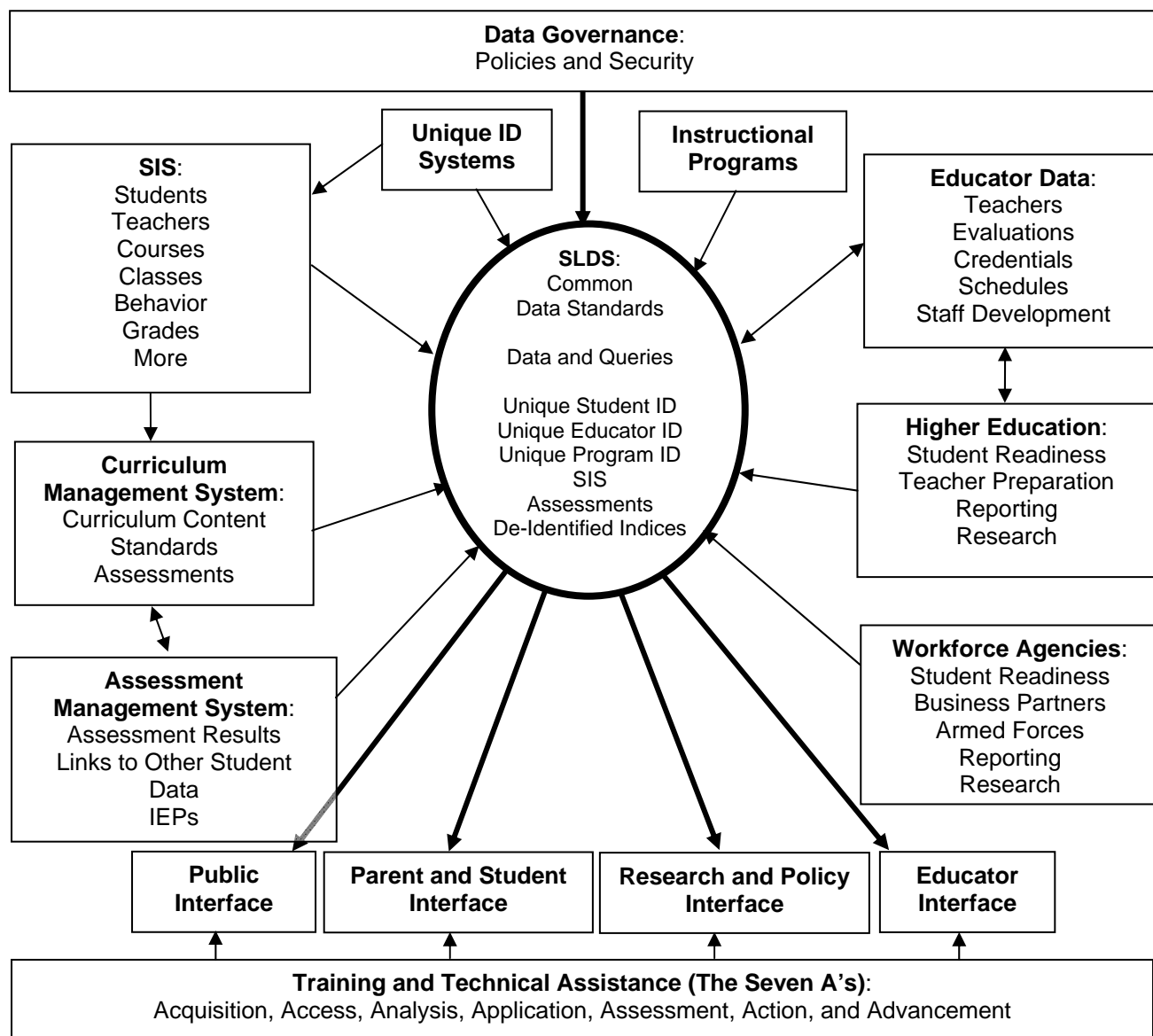
- A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law)
  - An automated “de-identification” system will be created for the researcher/policymaker interface to ensure secure, authorized access to information from student-level data for research. Queries will generate reports across years, datasets, and data elements. Before generating results, the system will create a unique identifier that will link and present the requested data so that individual students may never be identified.
  - In the *e-Transcript* data file, SLICE 2013 will include the unique student identifier so that it can be captured by the receiving college or university. This mechanism will facilitate the sharing of student data and performance results among and between P-12 and postsecondary systems.
- Student-level enrollment, demographic, and program participation information
  - The CMS (Outcome 8) is a statewide K–12 system that allows for collecting local assessment results that will further inform policy and planning for educational reform. The SCDE will use CMS data for statewide identification of academic standards presenting the greatest challenge for student mastery and will allow for statewide deployment of interventions and strategies for schools to address such challenges.
  - SLICE 2013 creates a system for the sharing of P-12, postsecondary, workforce, and social services data.
- Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 [P-20] education programs
  - SLICE 2013 creates a system for sharing of P-12, postsecondary, workforce, and social services data.
  - CMS (Outcome 8) will enable all schools and districts to identify curriculum re-entry points for students who leave school and return at a later time.
- The capacity to communicate with higher education data systems
  - SLICE 2013 involves a collaboration that includes P–12 and postsecondary systems and will create a way to achieve meaningful sharing of P–12 and postsecondary data.
  - The Commission on Higher Education (CHE) will expand its current data system to capture additional data elements needed to provide links to P–12 data systems.
  - The CHE will develop new methods for providing timely access to data through custom dashboards and queries designed specifically for a wide range of stakeholders.
  - P–12 and the CHE will use national database services (such as the National Student Clearinghouse) to track students who move out of state, as well as those who move within the state. The SCDE will also explore with individual IHEs their use of the Clearinghouse for this purpose as well.

- P-12 and the CHE will enhance their data systems to include matching workforce data that are available from the SC Employment Security Commission; such matching will allow all agencies to research issues that link education, workforce, and the economy.
- P-12 and the CHE will adopt and include SIFA, PESC, and NCES data standards.
- SLICE 2013 includes the development of a uniform transcript data set.
- A state data audit system assessing data quality, validity, and reliability
  - SLICE 2013 includes the development of scripting in the statewide Student Information System so that data errors are identified and corrected at entry.
  - P-12 and higher education will collaborate on strategies and joint efforts to improve the quality, validity, and reliability of the data that will be shared.
- Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965
  - SLICE 2013 implements a data system that expands access to K-12 assessment results beyond the statewide assessment program and college readiness results.
  - Additional data will include WorkKeys and interest inventories for determining career and college interests.
- Information on students not tested, by grade and subject
  - South Carolina will expand its data collection to include the reason why a student is not tested (as recommended by the Data Quality Campaign)
- A teacher identifier system with the ability to match teachers to students
  - SLICE 2013 includes the creation and implementation of a statewide unique educator numbering system (ED ID) that includes teachers and other educators.
- Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including student enrollment in remedial coursework.
  - SLICE 2013 creates the integration of P-12 and postsecondary data so that transition to and continuing success in postsecondary education can be linked to K-12 preparation.
- Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education
  - SLICE 2013 creates links between each district's Student Information System and the statewide CMS so that course information for high school students will include information about the course's rigor and preparation for college-level academic work. Such information can help students select more rigorous courses.

Figure 3 depicts SLICE 2013, including the critical components that will allow it to serve all stakeholders. The Data Governance component (top) is an essential outcome. The center of the diagram represents the SLDS core data component: its ability to provide data and query functions through the implementation of unique identifiers and common data standards. To the left are the P-12 essential elements: a statewide Student Information System (SIS), a statewide curriculum management system (CMS), and a statewide assessment management system, all of

which integrates completely with the SIS and CMS components. On the right are the data partners, including higher education, workforce agencies, the Armed Forces, and educator credentialing data systems. Below the core data component are the four interfaces through which stakeholders will access the data systems. Below the interface component is the training and support structure that enables all stakeholders to gain the appropriate access with rights to the data they need.

*Figure 3: The Proposed Statewide Educational Data System Model for SLICE 2013*





## C. TIMELINE OF ACTIVITIES

NOTE: <b>Outcome 10</b> (Training) is embedded in Outcomes 2-9 as indicated by asterisks below	Year 1 5/10-4/11				Year 2 5/11-4/12				Year 3 5/12-4/13			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
<b>Outcome 1: Data Governance</b>												
Finalize Organizational Structure												
Identify Needed Policies, Practices, & Data Sharing Agreements												
Develop Policies, Practices, & Data Sharing Agreements												
Implement Policies, Practices, & Data Sharing Agreements												
Establish Ongoing Organization												
Maintain Ongoing Governance												
<b>Outcome 2: Build P-20 System</b>												
Initial Project Managers and Stakeholder Meeting(s)												
Establish Project Organizational and Reporting Structure												
Solicit/Select Higher Ed Representation												
Identify Needs of P-12, Higher Education, & Workforce												
Document, Review, and Approve Requirements												
<b>*Outcome 10: Joint Application and Training Design</b>												
Document, Review, and Approve Design Decisions												
Develop Application; Develop and Test Iterations 1-x												
<b>*Outcome 10: Develop Training for Iterations 1-x</b>												
<b>*Outcome 10: User Acceptance Testing Iterations 1-x</b>												
<b>*Outcome 10: Deploy Iterations 1-x</b>												
Post-Deployment & Initial Production Support												
Transition to Support Staff												
<b>Outcome 3: Enhance Data Warehouse</b>												
Initial Project Managers and Stakeholder Meeting(s)												
Establish Project Organizational and Reporting Structure												
Identify Needs for Workforce and Armed Forces												
Identify Needs for Commerce												
Identify Needs for Social Services and Other Needs												

NOTE: <b>Outcome 10</b> (Training) is embedded in Outcomes 2-9 as indicated by asterisks below	Year 1 5/10-4/11				Year 2 5/11-4/12				Year 3 5/12-4/13			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
Document, Review, and Approve Requirements												
<b>*Outcome 10:</b> Joint Application and Training Design												
Document, Review, and Approve Design Decisions												
Develop/Test Workforce & Armed Forces Interface & GUI												
Develop/Test Commerce & Social Services Interface & GUI												
Develop & Test Other Needs Interface & GUI												
<b>*Outcome 10:</b> Develop Training for Interfaces & GUIs												
<b>*Outcome 10:</b> User Acceptance Testing for Interfaces & GUIs												
<b>*Outcome 10:</b> Deploy All Interfaces & GUI												
Initial Production Support												
Transition to District Support Staff												
<b>Outcome 4: Integrate DEQL Data</b>												
Initial Project Managers and Stakeholders Meeting(s)												
Establish Project Organizational and Reporting Structure												
Identify Requirements for Integrating DEQL												
<b>*Outcome 10:</b> Document, Review, and Approve Requirements												
Joint Architecture, Web, and Design												
Document, Review, and Approve Design Decisions												
Develop and Test Approach to Integrate DEQL Data												
<b>*Outcome 10:</b> Develop Training for Integrating DEQL Data												
<b>*Outcome 10:</b> User Acceptance Testing for Integrating DEQL												
<b>*Outcome 10:</b> Deployment												
Communicate with Users												
Integrate DEQL Data with Enterprise Data												
Post-Deployment Support												
Initial Production Support												

NOTE: <b>Outcome 10</b> (Training) is embedded in Outcomes 2-9 as indicated by asterisks below	Year 1 5/10-4/11				Year 2 5/11-4/12				Year 3 5/12-4/13			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
Transition to IT Support Staff												
<b>Outcome 5: Data Quality Control</b>												
Initial Project Managers and Stakeholders Meeting(s)												
Establish Project Organizational and Reporting Structure												
Identify Needs for Data Entry Edits												
Document, Review, and Approve Requirements												
<b>*Outcome 10: Joint Application and Training Design</b>												
Tool Training for Developers												
Document, Review, and Approve Design Decisions												
Develop Interfaces and Test Data Entry Edits												
<b>*Outcome 10: Develop Training for Data Entry Edits</b>												
<b>*Outcome 10: User Acceptance Testing Data Entry Edits</b>												
<b>*Outcome 10: Iterative Deployment of Data Entry Edits</b>												
Initial Production Support												
Transition to IT Support Staff												
<b>Outcome 6: Assessment Management</b>												
Initial Project Managers and Stakeholders Meeting(s)												
Establish Project Organizational and Reporting Structure												
Identify Needs for Statewide <i>Testview</i> (STV) & Data Warehouse (DW); Enrich integration												
Document, Review, and Approve Requirements												
<b>*Outcome 10: Joint Application and Training Design</b>												
Document, Review, and Approve Design Decisions												
Develop Interfaces												
Develop and Test STV & DW Integration												
<b>*Outcome 10 Develop Training: STV &amp; DW</b>												
User Acceptance Testing for STV, DW Integration, and Enrich Integration												
<b>*Outcome 10: Deploy Statewide <i>Testview</i></b>												

NOTE: <b>Outcome 10</b> (Training) is embedded in Outcomes 2-9 as indicated by asterisks below	Year 1 5/10-4/11				Year 2 5/11-4/12				Year 3 5/12-4/13			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
<b>*Outcome 10:</b> Deploy Data Warehouse & Enrich Integration												
Initial Production Support												
Transition to District Support Staff												
<b>Outcome 7: Program IDs (P-ID)</b>												
Initial Project Managers and Stakeholders Meeting(s)												
Establish Project Organizational and Reporting Structure												
Identify Educational Needs for Program IDs and IT Req.												
Document, Review, and Approve Requirements												
<b>*Outcome 10:</b> Joint Program and Training Design												
Document, Review, and Approve Design Decisions												
Develop Interfaces												
Develop and Test P-IDs, modify <i>PowerSchool</i> (PS), integrate with Data Warehouse (DW) and TV												
<b>*Outcome 10:</b> Develop Training for P-IDs												
<b>*Outcome 10:</b> User Acceptance Testing for PS, DW & TV												
<b>*Outcome 10:</b> Deploy P-IDs & PS, DW & TV Enhancements												
Post-Deployment & Initial Production Support												
Transition to District Support Staff												
<b>Outcome 8: Curriculum Management System (CMS)</b>												
Initial Project Managers Meeting												
Establish Project Organizational and Reporting Structure												
Initial Stakeholder Meeting(s)												
Identify Requirements for CMS and Interface												
Document, Review, and Approve Requirements												
Develop RFP with State IT Procurement and Issue												
Receive and Evaluate Proposals												
Announce Selection and Begin Work												
Develop Project Plan with Vendor												
Obtain Mutual Agreement on Requirements												

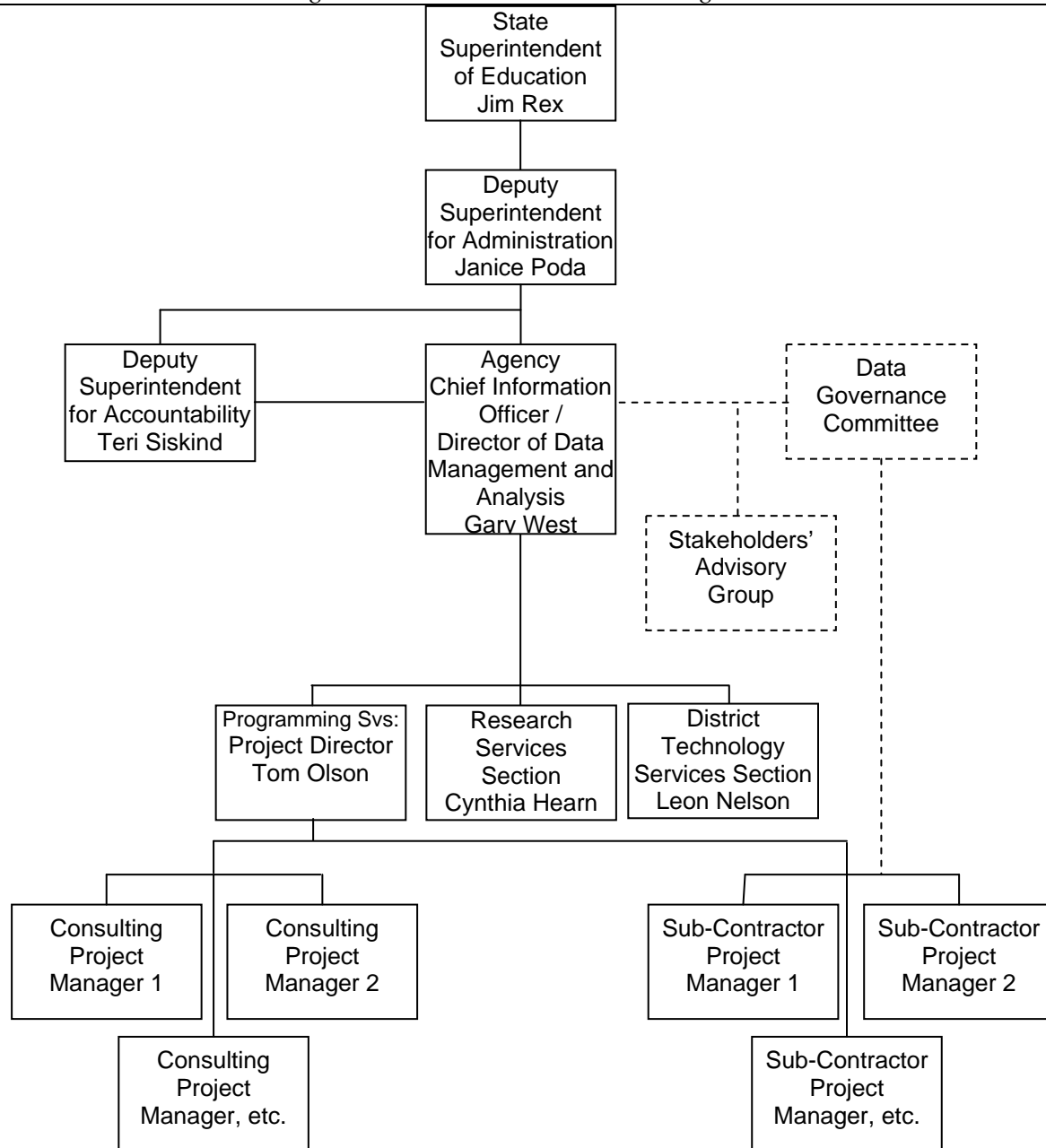
NOTE: <b>Outcome 10</b> (Training) is embedded in Outcomes 2-9 as indicated by asterisks below	Year 1 5/10-4/11				Year 2 5/11-4/12				Year 3 5/12-4/13			
	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q
<b>*Outcome 10: Design Solutions and Training</b>												
Document, Review, and Approve Design Decisions												
Customize and Test CMS												
Integrate with Ed ID System, PS (if needed), DW, & TV												
<b>*Outcome 10: Develop Stakeholder Training</b>												
<b>*Outcome 10: User Acceptance Testing for CMS, EdIDs, PS (if needed), DW, and TV</b>												
<b>*Outcome 10: Deploy CMS</b>												
<b>*Outcome 10: Deploy EdID System Integration &amp; PS, DW &amp; TV Enhancements</b>												
Initial Production Support												
Transition to District Support Staff												
<b>Outcome 9: Educator IDs (EdID)</b>												
Initial Project Managers and Stakeholders Meeting(s)												
Establish Project Organizational and Reporting Structure												
Identify Requirements for Educator IDs and Interface												
Document, Review, and Approve Requirements												
Develop RFP with State IT Procurement and Issue												
Receive and Evaluate Proposals												
Announce Selection and Begin Work with Vendor												
<b>*Outcome 10: Develop Technical Solution and Training</b>												
Document, Review, and Approve Design Decisions												
Develop & Test EdID; Modify PS & Integrate w/DW & TV												
<b>*Outcome 10: Develop Stakeholder Training for EdIDs</b>												
<b>*Outcome 10: User Testing for EdIDs, PS, DW, and TV</b>												
<b>*Outcome 10: Deploy EdID &amp; PS, DW, &amp; TV Enhancements</b>												
Initial Production Support												
Transition to District Support Staff												

## D. PROJECT MANAGEMENT AND GOVERNANCE PLAN

### 1. Oversight and Controls

The South Carolina Department of Education (SCDE) will manage SLICE 2013 and serve as fiscal agent. The governance, managing, and reporting structure for SLICE 2013 is detailed in Figure 4 below. (Solid lines reflect the chain of command and accountability; dashed lines and boxes show external accountability and control for the project.) All mechanisms are in place to ensure appropriate oversight that will lead to project completion in a timely, cost-effective manner.

*Figure 4. SCDE SLICE 2013 Management Chart*



Gary West, the SCDE's Chief Information Officer (CIO) and Director of the Office of Data Management and Analysis (DMA), will serve as the project sponsor, with accountability for approval and strategic oversight of all project activities. The mission of the Office of DMA is to provide accurate, reliable, and timely data services for the SCDE and its constituent communities to enable well-informed decisions related to policy and practice. Mr. West will monitor progress and financial status and address problems and issues as they arise. Mr. West reports to the Deputy Superintendent for Accountability, and, for SLICE 2013, he will report to the State Superintendent of Education, Dr. Jim Rex, through the Deputy Superintendent for Administration, Dr. Janice Poda.

The three divisions within the Office of DMA—Programming Services, District Technology Services, and Research Services—will be integrally involved in SLICE 2013. Programming Services develops applications for the management and analysis of data within the SCDE. District Technology Services manages data collections from schools and districts through the statewide SIS. Research Services provides ad hoc research services for the SCDE and other constituents and produces school and district report cards for the state's accountability system. The Manager of Programming Services will serve as Project Director, and District Technology Services and Research Services will be active with the SIS and data management activities as a direct part of implementation.

Tom Olson, the Manager of the Programming Services Section within the SCDE's Office of DMA, will serve as the project director and will handle daily operations of the grant, supervise project managers, and ensure that all grant objectives are completed on time and within budget. The project director will also be responsible for and liaise with subgrantees and subcontractors. The project director will report to the project sponsor. Mr. Olson will supervise eight SCDE employees and all consultants and contractors in implementing SLICE 2013.

Particular components will be subcontracted to partners and/or vendors for development and implementation. Consulting project managers, who are hired by and housed in the SCDE, will implement assigned project components aligned with project outcomes and will ensure their tasks and assignments are completed on time (per the Timeline), within budget, and with a high degree of quality. Consulting project managers will be responsible for regular status, budget, and progress reports to the project director.

A significant vehicle for ensuring oversight are detailed, specific documents and clearly communicated outcomes and expectations. As the project progresses and working partners begin specific implementation activities, the SCDE and partners will create memoranda of agreement, standard contracts, and other written documents with contractors and partners to ensure agreement concerning project goals and outcomes, identify specific outcomes for each component, track the funding for each component, and assess the progress and completion of each component.

## **2. Partnerships and Stakeholder Involvement**

The SCDE is committed to sustaining SLICE 2013 so that it becomes the instrument of choice for educators, families, researchers, and policymakers involved in reforming public education across the P–20 spectrum. By integrating SIFA and PESC data standards, SLICE 2013 will create a data system that can be sustained and integrated with other data systems in higher education, health and human services, and the workforce environment.

A critical part of the oversight of the project's data outcomes is the Data Governance Committee (DGC). The DGC will include one member from each of the following organizations

to be appointed by the agency head, director, district superintendent, or president of each organization: the SCDE; the SC Commission on Higher Education; the State Technical College System; the SC Employment Security Commission; the SC Department of Commerce; the Department of Social Services; the SC Office of Research and Statistics; the State School Boards Association; one member to represent the state's school districts; and one member to represent the state's institutions of public higher education. Each entity will have equal representation on the DGC, and each will carry equal decision-making status and voting privileges.

The DGC will review and approve all contractual relationships affecting data warehousing and security as appropriate and necessary, including the definition of contractual relationships among and between other agencies who may provide data elements for inclusion in the proposed system and ORS. The DGC will establish the data governance policies that will direct the implementation of SLICE 2013.

In addition to the DGC, the SCDE will convene quarterly meetings of the partners and stakeholders to receive additional feedback throughout the implementation period and to provide updates on project progress. This Stakeholder Advisory Group will be a source for obtaining feedback that will be used to make SLICE 2013 more user friendly and effective in reforming education. Participation will be open to all interested stakeholders.

Following full development and implementation of SLICE 2013, the following agencies and offices will be responsible for maintaining and supporting the various components of the system:

- P-12 components: SCDE, Office of DMA
- Postsecondary components: SC Commission on Higher Education and SC State Technical College System
- Workforce components: SC Department of Commerce; Employment Security Commission
- Integration components: SC Office of Research and Statistics

SCDE has met with stakeholders to form partnerships to plan and implement SLICE 2013 and to develop this proposal. Appendix D contains letters of support and commitment. Some of the state and local stakeholders include the following:

- South Carolina Department of Education and its various program offices
- South Carolina State Board of Education
- South Carolina Commission on Higher Education
- South Carolina Technical College System
- South Carolina Budget and Control Board and ORS
- South Carolina Department of Social Services
- South Carolina Department of Commerce
- South Carolina Employment Security Commission
- South Carolina Education Oversight Committee
- South Carolina Association of School Administrators
- South Carolina School Boards Association
- South Carolina Education Association
- SERVE
- Two- and four-year IHEs
- United States Armed Forces.



Two statewide meetings were held in conjunction with RT3 meetings in October and November 2009, with as many as 150 participants. Additional meetings have been held with data experts, individual stakeholders, groups of interested individuals, and others. Stakeholders—including educators, school leaders, district leaders, parents, guardians, students, local community members—have also participated in Webinars and online workshops sponsored by national groups such as the Council of Chief State School Officers (CCSSO) and USED.

Teachers and other educators are important stakeholders and will be primary users of SLICE 2013. Newsletters, Web features, professional organization meetings, and other venues will be used to provide opportunities for teachers and other educators to provide input about enhancements and additional functionality. Their input will be logged into a management system that will inform system developers and managers. Enhancements will be included as appropriate.

Ongoing activities for stakeholders will include an annual forum, regional workshops regarding implementation of the project and data quality issues, a listserv, and other opportunities to respond to SLICE 2013 and recommend improvements. Monthly newsletters will be created and distributed directly to partners and stakeholders and published online for public access. A project Web site will include online tools for providing feedback and inquiring about the project.

South Carolina is a participating member of SERVE (the SERVE Center at the University of North Carolina at Greensboro; <http://www.serve.org>), along with Alabama, Florida, Georgia, Mississippi, and North Carolina. SERVE members have discussed the need to develop regional data systems that would include unique student and educator IDs that could be tracked throughout the southeast. Electronic transcripts for students, electronic student record transfer, electronic teacher certification, and electronic teacher records transfer are among the possible functionalities discussed by education leaders from the six southeastern states participating in SERVE. As the six SERVE members begin their planning, South Carolina will actively participate, both in planning and in ensuing implementation.

### **3. Training and Support**

Online training modules (text, audio, and video) will be developed as part of the implementation so that all stakeholders can learn to use the data system. SCDE will seek the assistance of South Carolina Educational Television (SCETV) in developing audio and video training modules to help stakeholders become capable SLICE 2013 users.

Training is crucial to the success of SLICE 2013. SCDE recognizes the importance of professional development and has created a strong training capacity at the district level through regional technology centers. Technology specialists with strong technical skills and curriculum expertise staff South Carolina's Regional Technology Centers. Each center has a multi-station, networked computer lab to provide professional development opportunities and technology support for educators. The SCDE's technology specialists also offer on-site training, as well as phone and email consultations. The specialists are the core of the South Carolina Online Professional Development Initiative that offers more than 50 recertification and graduate courses to districts through a *Blackboard* online learning system. All specialists hold master's degrees and are certified in instructional design and online facilitation. The instructional technology specialists will support trainers in providing online, face-to-face, and hybrid training sessions to districts.

## E. STAFFING PLAN

The SCDE's CIO and Director for the Office of DMA, Gary West, will sponsor and oversee all resources assigned to SLICE 2013. The Project Director, Tom Olson, will work closely with the Grant Sponsor to ensure coordination of oversight. Daily operations will be the responsibility of the Grant Project Manager, a certified Project Management Professional, who will oversee the contractual project managers for each project/outcome. (Qualifications and experience are highlighted below and detailed in the resumes in Appendix B). In keeping with ARRA goals, at least 26.5 jobs will be created by SLICE 2013.

### 1. SCDE Personnel

Eight permanent SCDE technology employees will be dedicated to SLICE 2013 (Resumes for these employees are included in Appendix B.)

<i>Name</i>	<i>Role</i>	<i>Allocation</i>
Gary West	Project Sponsor, CIO, Project Manager	15%
Tom Olson	Project Director, Project Manager	50%
Leon Nelson	Technical Services Director	20%
James (Jim) Meetze	Database Administrator	40%
Marta Burgin	Database Administrator	50%
Thesa Briggs	Sr. Applications Analyst	30%
Susan Bell	Sr. Applications Analyst	30%
Tameka LeGrant	Applications Analyst	35%
Wendy Spivey	Sr. Information Resource Coordinator	60%
Steve Moss	Sr. Applications Analyst	100%

Gary West is the agency's Chief Information Officer and the Director of Data Management and Analysis (DMA). Mr. West will serve as the Project Sponsor for implementation and management. He will commit 15% of his time to the project. Mr. West has more than 40 years in public education as a classroom teacher (ten years), a district-level Title I coordinator (nine years), a district-level information technology director (19 years), and a state-level director of information technology and CIO (the last two years). He has a bachelor's degree in mathematics and a graduate degree in counseling.

Tom Olson, Manager of the Programming Services Team in the Office of DMA, will dedicate at least 50% of his time each week to serving as Project Director for SLICE 2013. Mr. Olson will identify resource requirements, determine facility, infrastructure, and equipment needs, supervise assigned technical staff, oversee project activities, hire consultants, and coordinate activities with business partners and other vendors. He currently serves as co-director for the SCDE's first SLDS grant. Mr. Olson has 28 years of experience in applications development and, in 2006, earned his certification as a SC State Government Senior Project Manager. He holds an associate's degree in computer programming from Midlands Technical College and a bachelor's degree in history from the University of South Carolina.

Leon Nelson, Director of the Office of District Technology Services, will commit 20% (eight hours) of his time each week to serve as the School District Technical Liaison. He will coordinate all projects requiring district participation and manage the help desk, the first line of support for SLICE 2013. Mr. Nelson has 20 years of experience overseeing the implementation

and provision of technical support for the statewide SIS. He holds a bachelor's degree in psychology and a master's degree in media arts. In 2006, Mr. Nelson earned his certification as a SC State Government Senior Project Manager. Mr. Nelson reports to the SCDE CIO/Director of the Office of DMA.

James Meetze, Senior Database Administrator, will dedicate 40% (16 hours) each week to the design and setup of the database tables that will receive transmitted data. As the database administrator for the Office of DMA, Jim designs and maintains the South Carolina Education Data System data warehouse and the SQL server databases for SCDE. He is also the senior analyst for Finance, Purchasing, Project Accounting, and other SCDE financial systems, with 27 years experience at the SCDE. Jim holds bachelor's degrees in accounting and in computer science from USC. Jim will report to the project director, Tom Olson.

Marta Burgin, Senior Database Administrator, will spend 50% (19 hours per week) of her time on SLICE 2013 as the project database administrator. She will oversee data analysis procedures and supervise the team assigned to build data dictionaries and data models. She is currently the SCDE's *EDFacts* Coordinator and CCD Coordinator, managing the work of Programming Services team members assigned to work on *EDFacts*/CCD collections. Ms. Burgin has over 28 years of information technology experience with the SCDE, including 10 years as a database administrator. She holds a bachelor's degree in mathematics from Furman University. She will report to the project director, Tom Olson.

Thesa Briggs, Senior Applications Analyst, will serve as Applications Analyst for SLICE 2013, dedicating 30% (11 hours) of her time to the project each week. She will coordinate and implement the reporting and analysis tools for presenting reports and data to SCDE users and other stakeholders. Ms. Briggs is currently responsible for managing the *Actuate* reporting software and data volume for the SCDE. She also coordinates the integration of new systems with the reporting software. Ms. Briggs has responsibility for maintenance, enhancements, and troubleshooting for the SCDE's professional certified staff Web-based application and the in-house diploma application. She has 19 years of experience in the information technology industry, 12 years of which have been with the SCDE. She holds a bachelor's degree in computer science from USC. She will report to the Project Director.

Susan Bell, Senior Application Analyst, will serve as Applications Analyst for SLICE 2013 and dedicate 30% of her time (11 hours) each week to this project. Currently, Ms. Bell develops, implements, and maintains mainframe, PC-based, and Web-based application software, oversees and maintains current systems including payroll; truancy, suspension and expulsion; and SUNS. She coordinates and supervises data collection and reporting of school SASI/*PowerSchool* data for SCDE and serves as a member of development and implementation team for the statewide *PowerSchool* implementation, pre-code data validation, and required state reporting. She also presents training for school district personnel on *PowerSchool* and data entry. She holds an associate's degree in computer data processing from Midlands Technical College and a bachelor's degree in medical technology from the University of North Carolina at Greensboro. She will report to the Project Director.

Tameka LeGrant, Applications Analyst, will dedicate 35% of her time (13 hours each week) as Applications Analyst for SLICE 2013. Ms. LeGrant designs, codes, and tests simple-to-complex applications as needed using Cobol, Java, Access, Visual Basic and other technologies; performs system maintenance including troubleshooting, upgrades, and enhancements; provides user training and technical support; and creates reports used by schools

to ensure the accuracy of data. She holds a bachelor's degree in Computer Information Systems from the University of South Carolina.

Wendy Spivey serves as Director of the Technology Office within the SCDE's Division of Educator Quality and Leadership (DEQL). The Technology Office develops and supports the technology infrastructure for the Division, including all facets of certification; teacher preparation, support and assessment; Title II, including NCLB; the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system; teacher recognition; and school leadership. Ms. Spivey will dedicate 60% of her time (23 hours each week) working to integrate the DEQL's data system with the existing educational SLDS.

Steve Moss serves as Senior Applications Analyst within the DEQL, and will be dedicated full-time to working on the integration of DEQL's database with the SCDE's educational LDS. Currently, he designs, develops, tests, enhances, and implements Web applications such as those for teacher evaluations, mentoring, and higher education. He also designs and implements database table structure for enhancements or new application development, migrating the existing SQL Server tables with new structures. With nearly two decades in developing Web-based applications, Mr. Moss will work to ensure that the integration of the DEQL and the SCDE's educational databases is effective.

## 2. Consultants and Contractors

Because of the difficulty in finding senior-level personnel to fill information technology positions (and often delays in hiring procedures), the SCDE will use temporary consultants to complete project components of SLICE 2013. These consultants will fill contracted, skilled positions for the duration of the grant projects, and are not permanent employees. Position descriptions for these resources are included in Appendix B. Each consultant will be provided with a laptop or a desktop PC configuration, all of which are network attached, from funds budgeted for this grant. In addition, office space equipped with phones will be provided from the in-kind budget.

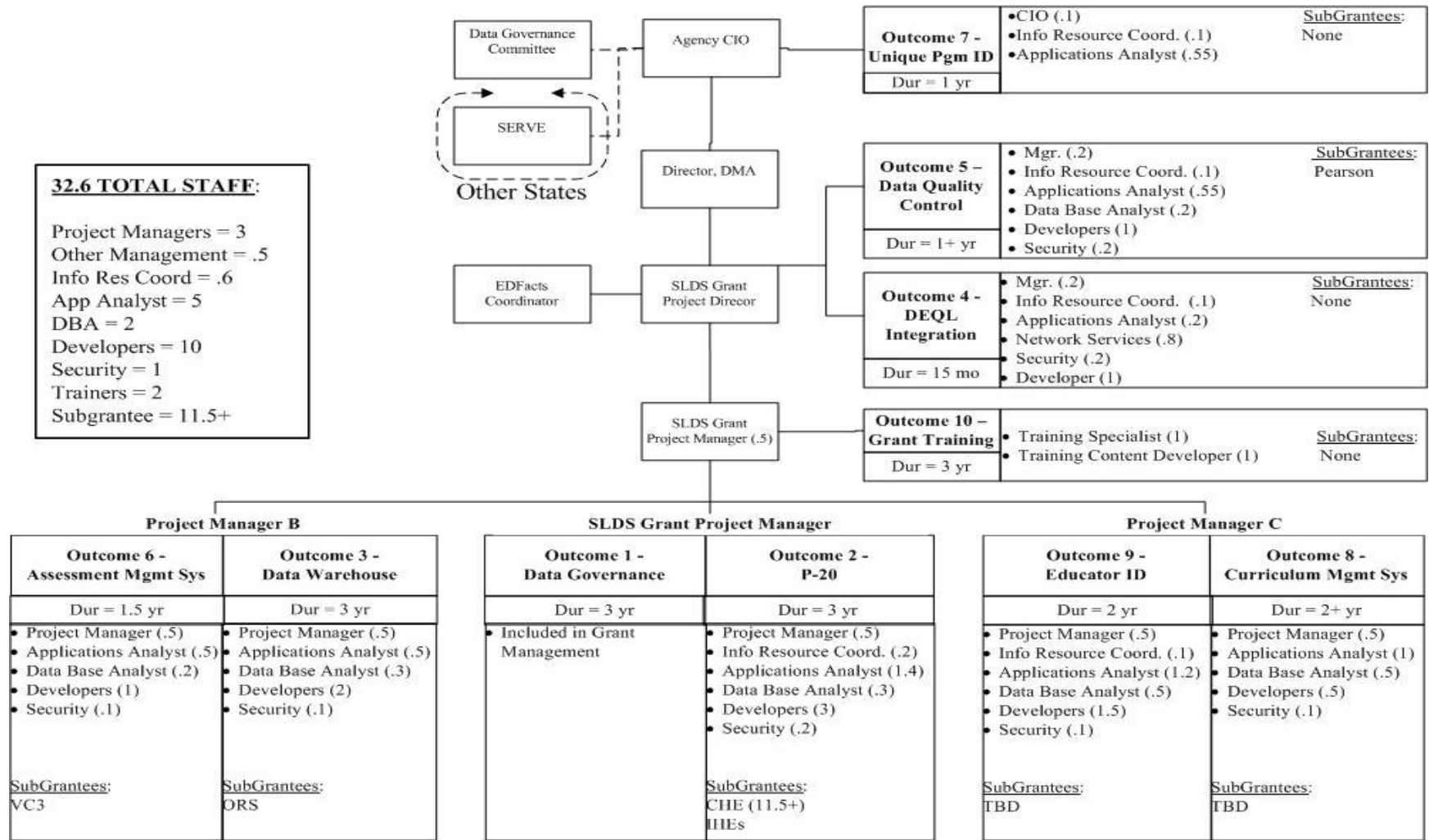
<i><b>Role</b></i>	<i><b>Allocation</b></i>
Project Manager II (1)	100%
Project Manager I (2)	100%
Training Coordinator II (1)	100%
Training Content Developer (1)	100%
Applications Analyst II (2)	100%
Database Administrator II (1)	100%
Computer Programmer II (10)	100%
Applications Architect/Security (1)	100%
Network Analyst (1)	80%
Various Positions [for SubGrantees] (8.5)	100%

The SCDE will procure a full-time training specialist to oversee stakeholder training for SLICE 2013. The trainer will be involved from the beginning of the project to assist the business partners in defining requirements for online training courseware. The SCDE will arrange for a full-time training content developer to construct the online training.

Both SCDE FTE positions and contractual staffing positions are detailed in Figure 5 below.

Figure 5. SLICE 2013 Staffing Plan and Assigned Outcomes

**Project Staffing Plan & Assigned Outcomes**



### 3. Partners and Key Personnel

Other non-SCDE resources committed to the project include:

The South Carolina Commission on Higher Education (CHE) will be one of the key partner agencies working with the SCDE on the Statewide Longitudinal Data System (SLDS). Camille Brown, the agency's Chief Information Officer and Assistant Director of Finance, Facilities, and MIS, will serve as CHE's liaison for SLICE 2013. She has been with CHE since 1992, having been hired to assist in developing and implementing the CHE Management Information System (CHEMIS). CHEMIS is a statewide collection of data from the higher education institutions in South Carolina, both public and independent. It includes student data on enrollment, completions, and state scholarships and grants from both the public and independent IHEs in South Carolina as well as other key higher education and IPEDS data. In addition, course, facilities, and faculty are collected from the public institutions. These data are used to assist the IHEs in meeting federal data reporting requirements, data requests from the legislature and others, and to inform policy decisions. The various positions Camille has held (consultant, systems analyst, manager of information systems) and her current one, CIO, are all related to data. She is responsible for all data and information technology available at CHE.

Office of Research and Statistics (State Budget and Control Board). The SCDE first contracted with ORS in 2006 to participate in designing and building the SLDS longitudinal data warehouse, and SCDE will continue to partner with ORS on SLICE 2013. ORS brings extensive experience in the development of data warehousing to this project. The ORS has created an enterprise-level data warehouse by collecting data from many South Carolina state government agencies. One of the critical components of the project is refinement and expansion of the state's data warehouse.

Another key agency partner is the SC Dept of Social Services (SCDSS). Diana Tester, Research Director at SCDSS, will serve as one of the liaisons from the SCDSS. She fields research questions from outside researchers and coordinates with program areas on their research needs, and she has worked with the agency's child care data capacity grant since its inception. This grant focuses on the development and use of provider- and child-focused databases and data cubes using information from the SC Data Warehouse and data housed within SCDSS. Prior to working at SCDSS, Diana was employed with the ORS, serving in a wide variety of roles including statistician, project manager, and, most recently, senior consultant.

The South Carolina Employment Security Commission (ESC) provides quality, customer-driven workforce services to promote financial stability and economic growth. The ESC administers the federal Unemployment Insurance program, manages the state's largest labor exchange service, and gathers employment data and provides the state's monthly unemployment rate. Mr. Bob Brown will serve as the ESC liaison to SLICE 2013.

The South Carolina Department of Commerce works to promote economic opportunity for individuals and businesses. As South Carolina's leading economic development agency, the Department of Commerce works to recruit new businesses and help existing businesses grow. Additionally, Commerce assists companies in locating buildings and sites in which to operate, offers grants for community development and infrastructure improvements, provides tools to enhance workforce skills, and is committed to helping businesses prosper in South Carolina. Angel Earle, Senior Research Analyst at SC Department of Commerce, examines workforce and industry trends and development in South Carolina. Her work includes international trade, bioscience, high-tech industry, and the South Carolina Labor Market and Economic Analysis Report. She holds a degree from the London School of Economics and Political Science.

# Project Narrative

## Project Narrative - Appendix A, Optional Attachments

Attachment 1:

Title: **Appendix A - Optional Attachments** Pages: **10** Uploaded File: **F:\USERS\Grants\SDE Grant proposals\Technology\Longitudinal Data System\LDS Dec 09\LDS 09 SLICE 2013 Appendix A.pdf**

## Appendix A

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SOUTH CAROLINA  
Longitudinal Information Center for Education 2013

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\*Appendices have separate Tables of Contents as appropriate

**South Carolina Longitudinal Information Center for Education 2013  
Logic Model**

	A	B	C	D	E	F	G
1	<b>Capabilities</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Source, Date</b>	<b>Status</b>	<b>Partner</b>	<b>Notes</b>
2	1. Enable States to examine student progress and outcomes over time, including students' preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information).	Implement a <b>PK-20 system</b> that integrates P-12 and postsecondary education data, and allows for omnidirectional sharing of relevant data sources, by approved users.	Identify, validate, and integrate pertinent data sources from existing PK-12 and postsecondary systems into a single (logical or physical) data store at a mutually agreed upon location(s).	RFA 07/24/09	Planning	CHE	Planning with CHE in Progress.
3		Capture information on students who enroll in <b>remedial coursework</b> in postsecondary education	Ability to identify students who require/required remedial coursework	RFA, 07/24/09	Concept	CHE	By policy, remedial coursework is relegated to the technical college system in SC.
4		Capture information on how students <b>transition through postsecondary</b> education	Identify students who complete programs, transfer, drop-out, etc Relate outcomes to secondary preparations/performance. Provide the ability to share data omnidirectionally.	RFA, 07/24/09	Concept	CHE	
5		Provide additional data from secondary and postsecondary systems to examine <b>course alignment and adequate student preparation</b> for success in postsecondary education	Ability to provide data which can inform curricular and programmatic evaluation and decision-marking across secondary and postsecondary educational systems.	RFA, 07/24/09	Concept	CHE	
6		Integrate data from <b>Division of Educator Quality &amp; Leadership (DEQL)</b> into the statewide education architecture	Better data access and consolidation of educator data with student data	GW 09/09/09	Concept		
7		Statewide deployment of a <b>curriculum &amp; standards management system (CSMS)</b> to inform classroom and building-level educators of performance indicators for students with regard to learning standards	Improved classroom instruction and student learning outcomes	GW 09/09/09	Concept		

**South Carolina Longitudinal Information Center for Education 2013  
Logic Model**

	A	B	C	D	E	F	G
1	<b>Capabilities</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Source, Date</b>	<b>Status</b>	<b>Partner</b>	<b>Notes</b>
8	2. Facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data.	Combine education data (PK-20) with <b>Employment data</b> allowing omnidirectional data sharing	Integrate pertinent student-level data related to employment, wage, and earnings information, from existing SC Employment Security Commission systems with the SC State Level Information Center for Education (SLICE) or at a location determined by the SCDE Data Governance Committee.	RFA 07/24/09	Planning	ORS Emp Security	Initiating discussions with ORS. Employment Security Commission data; NC & FL have been doing this for years; Use for metrics and educator effectiveness measures. SSN is only reliable key for sharing data between agencies and states. Was used during OSIRUS; had method when no SSN available ("A20" range SSNs from SSA)
9		Combine education data (PK-20) with <b>Commerce data</b> allowing omnidirectional data sharing	Integrate pertinent student-level data related to employment, wage, and earnings information, from existing SC Employment Security Commission systems with the SC State Level Information Center for Education (SLICE) or at a location determined by the SCDE Data Governance	RFA 07/24/09	Concept	ORS Dept of Comm	See SSN bullet above Initiating discussions with ORS.
10		Combine education data (PK-20) with student-level, <b>Armed Forces data</b> allowing omnidirectional data sharing	Integrate pertinent student-level data related to employment, wage, and earnings information, from existing Armed Forces systems with the SC State Level Information Center for Education (SLICE) or at a location determined by the SCDE Data	RFA 07/24/09	Data Availability Unknown	TBD	ORS does not have data. Maybe awareness only.
11		Combine education data (PK-20) with student-level, <b>corrections and law enforcement data</b> allowing omnidirectional data sharing	Integrate pertinent student-level data, related to incarcerations, from existing SC Department of Corrections and SC State Law Enforcement Division systems with the SC State Level Information Center for Education (SLICE) or at a location determined by the SCDE Data	DJH 08/19/09	Planning	ORS SCDC	Initiating discussions with ORS.
12		Continue to feed secondary and add postsecondary, commerce, workforce, armed forces, corrections, and law enforcement data to the <b>SC State Information Center for Education (SLICE)</b> .	Postsecondary, commerce, workforce, armed forces, corrections, and law enforcement data stored in, or linked to, the existing SC State Level Information Center for Education	SCDE 07/24/09	Not Started	ORS	Initiating discussions with ORS.

**South Carolina Longitudinal Information Center for Education 2013  
Logic Model**

	A	B	C	D	E	F	G
1	<b>Capabilities</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Source, Date</b>	<b>Status</b>	<b>Partner</b>	<b>Notes</b>
13		Provide role-based, integrated, interactive, and authenticated <b>user interface</b> to new data sources for all stakeholders	Controlled accessibility to SLICE data for new stakeholders, including but not limited to: SEA, Education Oversight Committee, LEAs, educators, parents, students, public, postsecondary, commerce, workforce, armed forces, corrections, law enforcement, and SHEEO. Appropriate access to aggregate and student-level data using existing SLDS tools for appropriate and authorized	RFA 07/24/09	Concept	ORS	ORS
14		Facilitate <b>interstate and national interoperability</b> through use of standard data structures, data formats, and data definitions	Where applicable, mandate the inclusion of existing education standards.	RFA 07/24/09	Concept	ORS	Need to discuss with Janice Poda
15	5. Enable data to be easily generated for continuous improvement and decision-making, including timely reporting to all stakeholders.	Enable <b>easy generation</b> of data	Build an automated interface between SIS collections at the SCDE and for all stakeholders	RFA 07/24/09	Concept	ORS	
16		Ensure <b>timely reporting</b> to all stakeholders	Define "timely" as it pertains to each stakeholder group	Holdren 08/26/09	Concept		
17		Capture information on why individual <b>students are not tested</b>	Ability to analyze reasons why students are not tested	RFA, 07/24/09	Concept		
18	Expand SLDS Data Warehouse	Add <b>local test data</b> to SLDS Data Warehouse & User Interface	Integrate student-level, local test data utilizing existing district system, TestView, into the existing State Level Information Center for Education (SLICE) & into the existing SLICE User	West, 04/07/09	Planning	VC3 ORS	Getting up to speed on Gary's work with VC3.
19		Integrate <b>student-level ACT scores and SAT</b> scores into existing SLDS Data Warehouse & User Interface	Ability to analyze student readiness for postsecondary with actual performance, grades related to readiness, readiness related to postsecondary	RFA, 07/24/09	Concept		SCDE Office of Research will have student-level ACT and SAT scores in 2009. Will need to modify agreements if preliminary testing (PSAT, EXPLORE, PLAN) is desired.
20		Integrate student-level <b>Workkeys test scores</b> into existing SLDS Data Warehouse & User Interface	Ability to analyze student readiness for workforce entry	Huggins, 09/08/09	Concept	Commerce	Include Workkeys in TestView?

**South Carolina Longitudinal Information Center for Education 2013  
Logic Model**

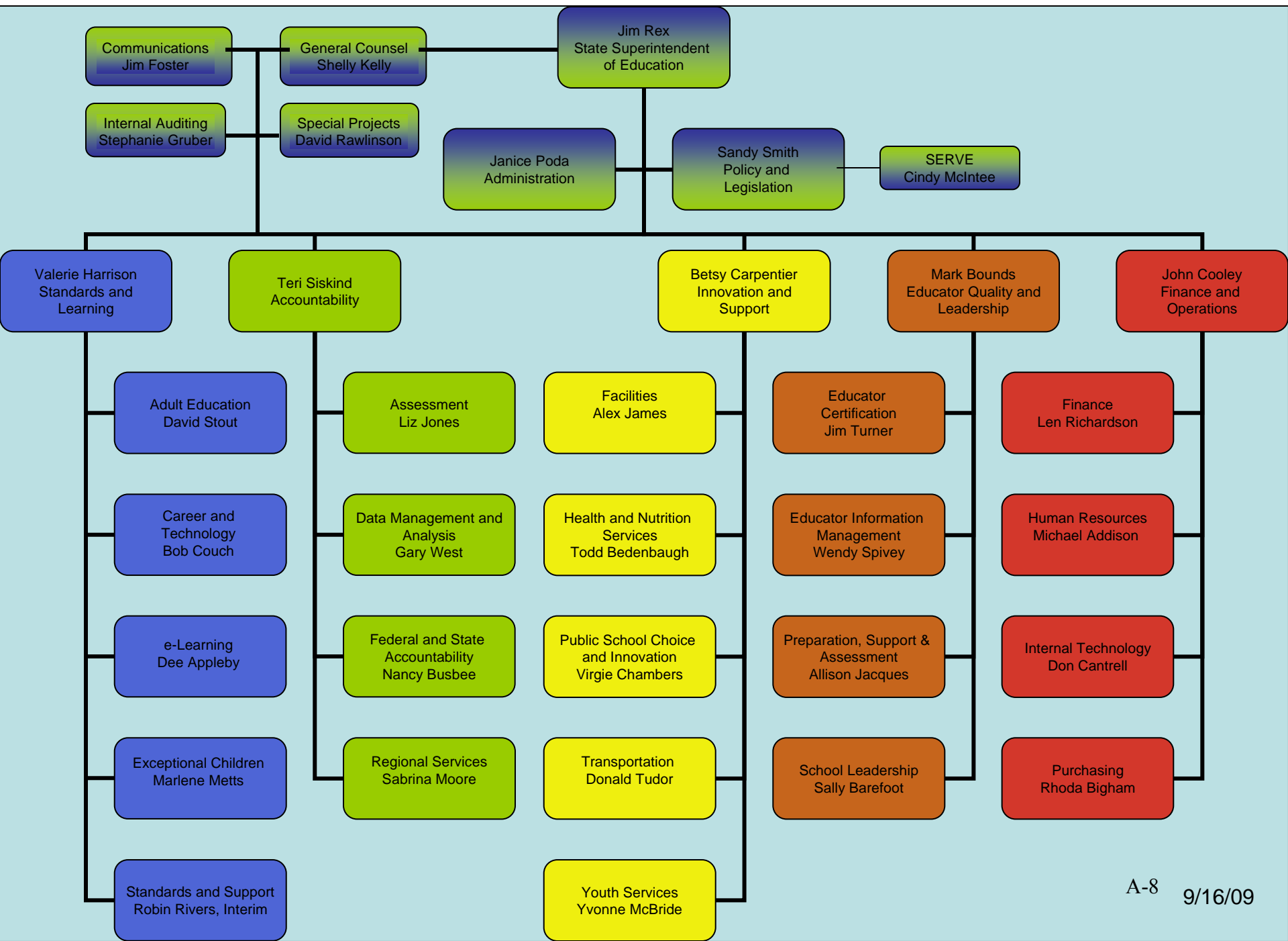
	A	B	C	D	E	F	G
1	<b>Capabilities</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Source, Date</b>	<b>Status</b>	<b>Partner</b>	<b>Notes</b>
21		Add <b>additional data sources</b> to existing SLDS Data Warehouse & User Interface	Ability to answer remaining questions identified during the 2006 SLDS grant; These data sources include, at a minimum, ASVAB, Drop-Out data, Summer Survey, Freshman Survey, and graduate/diploma database	Holdren, 09/08/09	Planning	Various	
22	Unique Program Identifier (PK-12)	Establish <b>uniform program identifiers</b> , and implement throughout the state; Utilize any available national	Standard program identifiers used to identify educational programs throughout the state	Holdren 08/20/09	Planning		
23		Store appropriate uniform program identifiers for each student	Ability to identify which students participate in which programs and in which time period	West 08/25/09	Planning		
24		Integrate enhanced educational program data into the SLDS Data Warehouse	Interactive ability to determine impact of specific curriculum and programs on student performance	Holdren 08/20/09	Planning		
25	6. Ensure the quality and integrity of data contained in the system.	<b>Enhance new statewide SIS</b> to meet data collection and reporting requirements	Develop PowerSchool functionality for data editing at point of entry	West, 08/18/09	Not Started	Pearson?	
26		Complete deployment of PowerSchool to provide <b>access for educators</b>	Implement PowerTeacher component of PowerSchool	West, 08/18/09	Not Started		
27		Complete deployment of PowerSchool to provide <b>access for parents</b>	Implement Parent portal component of PowerSchool	West, 08/18/09	Not Started		
28		Improve Quality of <b>Postsecondary Student Applications</b>	Enhance the existing statewide student information system by providing the ability to create enrollment applications for institutions of higher education.	Brown, 04/07/09	Concept	CHE	
29		<b>Expand Data Governance Committee</b> to include representatives from new areas providing data to the data warehouse	All areas providing data to the statewide SLDS Data Warehouse participate on the Data Governance Committee	RFA, 07/24/09	Planning	Various	
30	Authentication & Security	For all objectives, ensure <b>privacy regulations</b> are met by implementing role-based access to student data	All outcomes of the SLDS grant meet federal privacy requirements Ability to restrict access to student-level data based on need	Holdren 08/20/09	Not Started		Use a unique ID for external requestors/researchers
31		Role-based access: <b>Restrict parent access</b> to authorized student data	Parents only have access to their students' data and to aggregated data meeting minimum cell size requirements	Holdren 08/20/09	Not Started	ORS	Through Powerschool Parent Portal

**South Carolina Longitudinal Information Center for Education 2013  
Logic Model**

	A	B	C	D	E	F	G
1	<b>Capabilities</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Source, Date</b>	<b>Status</b>	<b>Partner</b>	<b>Notes</b>
32		Role-based access: <b>Restrict student access</b> to authorized student data	Students only have access to their own data and to aggregated data meeting minimum cell size requirements	Holdren 08/20/09	Not Started	ORS	Through Powerschool Parent Portal
33		Role-based access: <b>Restrict educator access</b> to authorized student data	Educators only have access to assigned students' data and to aggregated data meeting minimum cell size requirements	Holdren 08/20/09	Not Started	ORS	Through Powerschool's PowerTeacher portal
34		Role-based access: <b>Restrict public access</b> to authorized student data	The public only has access to aggregated data meeting minimum cell size requirements	Holdren 08/20/09	Not Started	ORS	Through Powerschool Parent Portal
35		Role-based access: <b>Restrict data access</b> by other state agencies to authorized data only	Preapproved researchers, including other SC agencies, have access to de-identified student data and to aggregated data meeting minimum cell size requirements; Ad hoc research accesses public data	Holdren 08/20/09	Not Started	ORS	Through Data Warehouse portal or through Powerschool Parent Portal
36	Expand e-Transcript	Develop ability to <b>send e-Transcripts between postsecondary institutions</b>	Electronic transcript exchange between public and private postsecondary institutions (interstate)	Brown, 04/07/09	Planning	CHE	FERPA – use unique ID
37	7. Provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the <i>EDFacts</i> data collection and reporting system.	Student-level and aggregated reporting as required by the <b>SFSF</b> proposal	Reporting on SFSF metrics that meets or exceeds requirements of the SFSF grant	Notice, 07/29/09	Not Started	USED	
38		Student-level and aggregated reporting as required by the <b>RT3</b> proposal	Reporting on RT3 metrics that meets or exceeds requirements of that grant	Notice, 07/29/09	Not Started	USED	
39		Utilize statewide data systems to meet <b>EDFacts data reporting</b> requirements	All newly added data required for EDFacts reporting available for EDFacts file submissions	RFA, 07/24/09	Not Started	USED	
40		Establish quarterly <b>grant reporting</b> as required in the SLDS RFA and subsequent requirements documents	SLDS grant reporting that meets or exceeds federal requirements	RFA, 07/24/09	Concept	USED ALL	Meet with Guy Boudreau
41	Unique Educator Identifier	Develop a <b>unique educator identifier</b> integrated with appropriate educator identification systems, including P-12 and Postsecondary	A SUNS-like capability that, on a real-time basis, assigns a SC unique identifier for both classified and non-classified educational	Bounds 08/20/09	Concept	eScholar CHE?	Feed postsecondary?

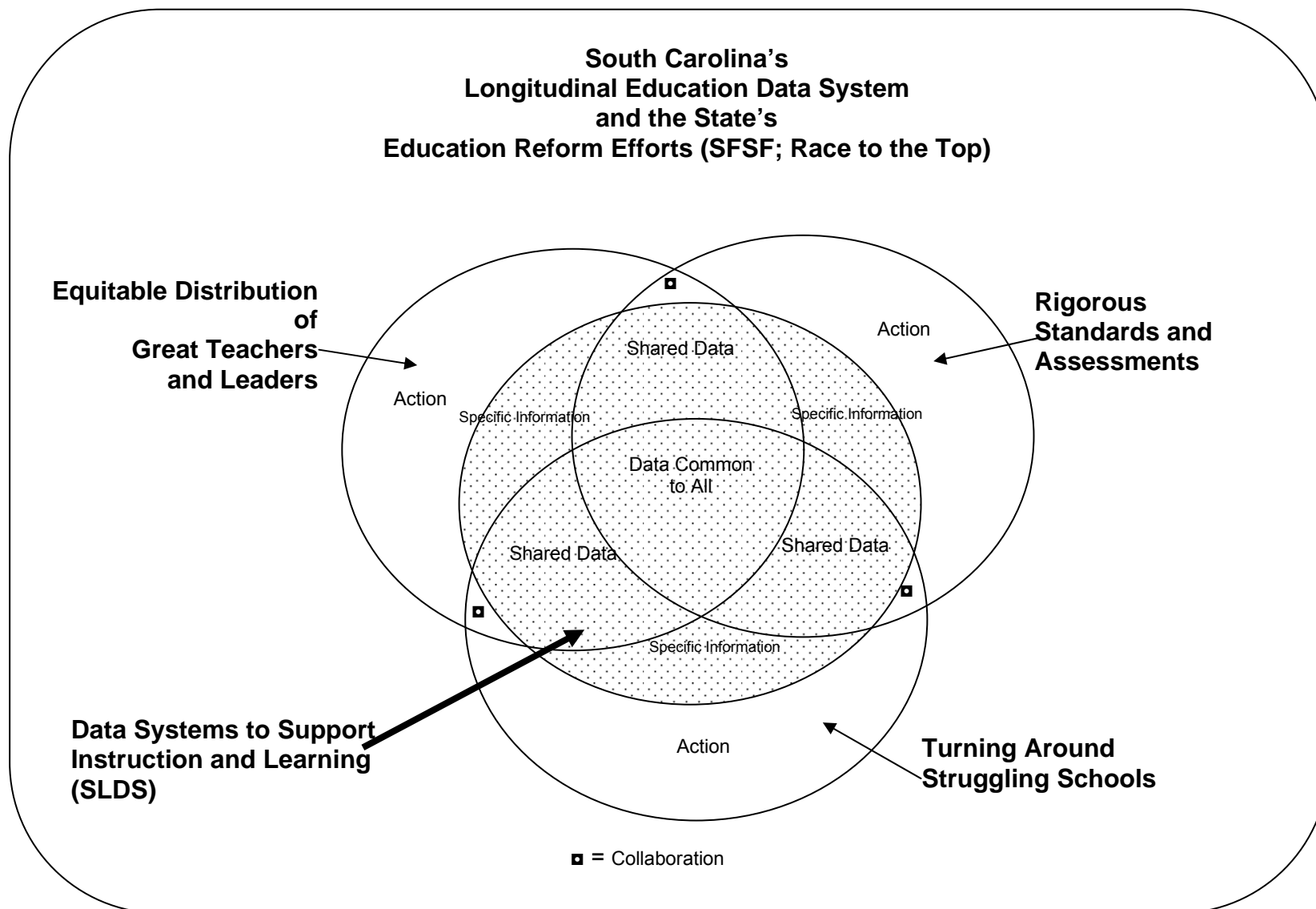
**South Carolina Longitudinal Information Center for Education 2013  
Logic Model**

	A	B	C	D	E	F	G
1	<b>Capabilities</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Source, Date</b>	<b>Status</b>	<b>Partner</b>	<b>Notes</b>
42		Store unique educator identifiers in the statewide SIS	Store educator identifiers with student data linking educators and students	West, 04/07/09	Concept	eScholar Pearson Edustructures	Conversion from certificate number to unique educator ID
43		Integrate unique educator Identifier into the SLDS Data Warehouse & User Interface	Ability to uniquely identify educators and interactively match them to their students	RFA 07/24/09	In Progress	ORS	Have initiated with educator Quality
44	Metrics	<b>Develop metrics</b> to quantify the system's ability to evaluate student progress	Quantifiable data that establish a baseline and measure student improvement over time	Holdren 08/20/09	Not Started	ALL	





## Venn Diagram of South Carolina's SLDS and Integrated Educational Reform Efforts



# Project Narrative

## Project Narrative - Appendix B Resumes of Key Personnel

Attachment 1:

Title: **Appendix B Resumes of Key Personnel and Position Descriptions** Pages: **51** Uploaded File: **C:\Documents and Settings\Jhicks\My Documents\Resumes\Appendix B Resumes of Key Personnel.pdf**

**GARY WEST**  
116 Limerick Road  
Greenwood, South Carolina 29649  
864/223-1685 (home)  
803/734-8395 (office)  
864/993-0821 (cell)  
[garywwest@earthlink.net](mailto:garywwest@earthlink.net)

## **EDUCATIONAL BACKGROUND**

**University of South Carolina** (1976-1983)  
M.Ed. in Secondary Counseling

**East Carolina University** (1965-1969)  
AB in Mathematics

## **PROFESSIONAL CERTIFICATION**

Secondary Mathematics (SC Certificate 100035)  
Secondary Counseling (SC Certificate 100035)

## **PROFESSIONAL EXPERIENCE**

2007 - present	<b>South Carolina Department of Education</b> (Columbia, SC) Agency CIO Director, Office of Data Management and Analysis
1988 - 2007	<b>Greenwood School District 50</b> (Greenwood, SC) Director of Computing Services
1979 - 1988	<b>Allendale County Schools</b> (Allendale, SC) Federal Projects Coordinator
1975 - 1979	<b>Allendale County Schools</b> (Allendale, SC) Classroom Teacher (Secondary Mathematics) Coach (Boys'/Girls' Tennis, Girls' Volleyball)
1973 - 1975	<b>Andrews Academy</b> (Andrews, SC) Classroom Teacher (Secondary Mathematics) Coach (Baseball, JV Basketball)
1969 - 1973	<b>Eden City Schools</b> (Eden, NC) Classroom Teacher (Middle/Junior High Mathematics)

## RELATED EXPERIENCE

- 2005      **Chair:** Technology Leaders' Roundtable; South Carolina Association of School Administrators
- 2004      **Presenter:** "Getting Data Out of SASIxp that You Can't Get Out of SASIxp"; Summer Leadership Institute for the SC Association of School Administrators; June 14, 2004; Myrtle Beach, SC
- 2003      **Presenter:** "Import/Export with SASIxp and Microsoft Access"; EdTech (SC Educational Technology Conference); October 1, 2003; Myrtle Beach, SC
- 2001      **Presenter:** "Technology Tools to Make Educational Accountability Work"; National School Boards Association Technology + Learning Conference, November 8, 2001, Atlanta, GA

## PUBLICATIONS

- 2003      "Dangling Flies and Moths: The Next Classroom Technologies"; **The Palmetto Administrator**; South Carolina Association of School Administrators; Winter 2003
- 2000      "Technology Tools to Make Educational Accountability Work"; **THE Journal**; December 2000
- 2000      "A Little Behind in Your Technical Climb?"; **The Palmetto Administrator**; South Carolina Association of School Administrators; Fall 2000
- 1998      "What Is This Technology Thing and Why Do We Want It in Our Schools"; **The Palmetto Administrator**; South Carolina Association of School Administrators; Vol. 13, No. 1; Fall 1998
- 1997      "From Somebody's Child to Society's Citizen"; **The Palmetto Administrator**; South Carolina Association of School Administrators; Vol. 11, No. 2; Winter 1997

- 1995 "Test Your Readiness for a School Emergency"; **The Palmetto Administrator**; South Carolina Association of School Administrators; Vol. 9, No. 2; Winter 1995
- 1994 "Planning for Tomorrow's Technology"; **The School Administrator**; American Association of School Administrators; Vol. 51, No. 4; April, 1994
- 1993 "Technology in the Curriculum"; **The Palmetto Administrator**; South Carolina Association of School Administrators; Vol. 7, No. 2; Winter 1993
- 1990 *Containing Crisis: Managing School Emergencies*; (with Dr. Robert S. Watson, Dr. Janice H. Poda, Dr. C. Thomas Miller, and Eleanor Rice); National Educational Service; 113 pages; July, 1990
- 1989 "Giving Teachers the Time to Teach: The Classroom Management System in the Public Schools of South Carolina"; Resources in Education; United States Department of Education/ERIC; March, 1989
- 1989 *DacEasy Accounting and Payroll Made Easy*: Version 3.0; (with William Mills); Tab Books, Inc.; 395 pages; May, 1989
- 1988 *DacEasy Accounting and Payroll Made Easy*: Version 2.0; (with William Mills); Tab Books, Inc.; 345 pages; July, 1988
- 1987 *DacEasy Accounting and Payroll Made Easy*; (with William R. Mills); Tab Books, Inc.; 261 pages; October, 1987; (2 printings)

## **THOMAS M. OLSON**

### **PROFESSIONAL EXPERTISE**

Hardware: IBM mainframes, IBM Personal Computers

Languages: COBOL, IBM JCL, CICS, VSAM, Syncsort, FoxPro, SQL, HTML

Other software: XPeditor, FileAid, ISPF, Intertest, Filemaster

### **PROFESSIONAL EXPERIENCE**

South Carolina Department of Education  
1429 Senate Street, Columbia, SC 29201

March 1981 to Present

Information Technology Manager

March 2005 to present

Manage the Department of Education's Programming Services Team

Serve as Project Manager for the Student Unique Numbering System

Assign and oversee the work assignments of all Programming Services staff

Manage Programming Services budget

Interview and hire consultants as needed

Project Director for the Statewide Longitudinal Data Systems Grant

Senior Systems Analyst

March 1986 to March 2005

Serve as acting team leader whenever team leader is absent

Lead analyst on project to migrate 2000 COBOL programs from SP operating system to ESA operating system

Programmer Analyst III

December 1984 to March 1986

Same duties as Programmer Analyst III

Assist team leader with the design of a training course for new programmers

Served as lead analyst on project to purchase and install a human resources management system

Programmer Analyst II

November 1983 to December 1984

Write mainframe COBOL application programs

Design mainframe application systems

Monitor the work of programmers assigned to my projects

Programmer Analyst I

April 1983 to November 1983

Write mainframe COBOL application programs

Responsible for maintenance and enhancement of several systems

Computer Programmer III

March 1982 to April 1983

Write mainframe COBOL application programs

Design and program the Decode System

**Thomas M. Olson, page 2**

Computer Programmer II	July 1981 to March 1982
Write mainframe COBOL application programs	
Maintain and enhance the Food Distribution System	

Computer Programmer I	March 1981 to July 1981
Write mainframe COBOL application programs	

**EDUCATIONAL BACKGROUND**

<b>University of South Carolina</b> , Columbia, SC	1973-1977
B.A., History	

<b>Midlands Technical College</b> , Columbia, SC	1979 to 1981
A. A., Data Processing	

**Dallas Leon Nelson, Jr**  
**107 Westwind Ct.**  
**Chapin, South Carolina 29036**  
**(803) 345-1652**

## **PROFESSIONAL HISTORY**

### **DIRECTOR – OFFICE OF TECHNOLOGY SERVICES**

State Department of Education  
1429 Senate St., Columbia, South Carolina

Directs the Office of Technical Services providing technical support and training services for South Carolina public school districts. Provides project management for the statewide Student Information Systems (SASI) software, training contracts, the Federal Longitudinal Data System Grant and the statewide implementation of PowerSchool. Develops budget and staffing recommendations for the Office of Technology Services.

### **INFORMATION RESOURCE MANAGER**

State Department of Education  
1429 Senate St., Columbia, South Carolina

Project Management of statewide Student Administration software and training contracts: Identify system requirement, functional specifications, coordinate technical reviews and development of a state system template and provide project status reports. Oversee project revisions, monitor progress on key milestones and provide implementation instructions for local school districts. Management of state technical support on school administrative software, Web Applications and other state supported software applications.

### **INFORMATION RESOURCE CONSULTANT I - III**

State Department of Education  
1600 Gervais St., Columbia S.C.

Supervise the operation of a technical support staff providing support for both hardware and software to school district personnel state wide(The Pathways System). Designs and implements support programs for new software. Works with school district users to define and implement modifications to system software. Prepare and deliver presentations on aspects of the Pathways System, including software demonstrations and project overviews to school district personnel and administrative bodies. Assist the chief supervisor in the interview and selection process for technical staff vacancies. Conduct employee evaluation and assigned job responsibilities to staff.



**Dallas Leon Nelson, Jr. , page 2**

**OPERATIONS MANAGER II**

State Department of Education  
1429 Senate St. , Columbia, South Carolina.

Responsibilities included the supervision of a multi-shift mainframe computer system and staff. Knowledge of the operation of a large mainframe computer system and related peripheral equipment, telecommunications equipment, diagnostic procedures for corrective action. Directed staff of operators in the installation and maintenance of telecommunication equipment and the daily operation of the agency computer system. Routine planning and development of procedures regarding system and network enhancements. Coordinated and managed a statewide telecommunication network for the Department of Education and the State Board for Technical and Comprehensive Education. Served as the prime contact with equipment vendors.

**OPERATIONS MANAGER I**

State Department of Education,  
1429 Senate St. , Columbia, South Carolina.

Shift Supervisor for the DOE/TEC computer system. Duties included the supervision of computer operations personnel, scheduling of maintenance, ordering supplies, maintenance of records and logs, preparation of activity and performance reports, preparation and maintenance of operating budgets and insure all accounts are properly paid. Provided user assistance in evaluation and solving hardware problems, monitors and maintains in working order all telecommunications equipment. In general provided operational leadership to insure that personnel and equipment were utilized in an effective manner.

**COMPUTER OPERATOR I & II**

State Department of Education  
1429 Senate St. , Columbia, South Carolina.

Both positions were similar in job duties with the exception of the supervisory and training aspects associated with the Operator II position. Supervised operation, operated and trained in the operation of the agency's mainframe computer system. Working knowledge of TSO and CICS operations. Communicated with engineers, system and application programmers on system functions and monitored and maintained thirty(30) RJE circuits of the DOE/TEC network. Installation of communication equipment (modems, terminals, controllers).

**ASSISTANT COORDINATOR**

Babcock Center  
Columbia, South Carolina.

Similar to an assistant principal position in the public school system, this position involved the direction and supervision of personnel and development regarding all aspects of a private

**Dallas Leon Nelson, Jr. , page 3**

government funded school program. This position involved planning, organization and communication with a professional staff. Planning of IEP meetings with parents and teachers. Program Development for mentally retarded students varying in age and capability. Scheduling transportation for students to and from school.

**DEVELOPMENTAL SPECIALIST**

Babcock Center  
Columbia, South Carolina.

Responsible for a wide variety of instructional activities and guidance for the mentally handicapped. Involved supervision and training of other specialist. Required written and verbal communication skills, and ability to interact with a professional staff. Taught basic skills and vocational training.

**TEACHER**

Lexington School District #1  
Lexington, South Carolina.

Instruction for the mentally handicapped. Taught basic skills to 9-16 year old students. Prepared lesson plans on daily, weekly and yearly basis. Prepared Individual Evaluation Plans (IEP) on an annual basis and met with parents to discuss the needs of the student.

**EDUCATIONAL HISTORY**

**FORMAL STUDY**

- Certification, PowerSchool (SIS) Certification, December 2008
- Certification, Leadership SDE, SC Department of Education, December 2006
- Certification, State Certified Senior Project Manager, State Budget and Control Board, July 2006
- Certification, State Certified Associate Project Manager, State Budget and Control Board, April 2006
- Certification, SASIxp Software Certification, Pearson Technology, December 2001
- Certificate, Communications Network Management, Midlands Tec, May 1987.
- Master of Media Arts, University of South Carolina, August 1982
- Certification, South Carolina Teaching Credential, Special Education Trainable Mentally Retarded & Social Studies.
- B.A. Psychology, University of South Carolina, August 1974

## **James Meetze**

### **EDUCATION**

Bachelor of Science in Business Administration, Accounting, 1972  
University of South Carolina, Columbia, SC

Bachelor of Science in Computer Science, 1980  
University of South Carolina, Columbia, SC

### **EXPERIENCE**

S.C. Department of Education  
1981 – present

#### **CURRENT DUTIES**

Database Administrator 1998 – present

Responsible for the design, maintenance, and loading of the South Carolina Education Data System data warehouse.

Responsible for the loading of additional data received by the agency destined for SQL Server Databases and exporting data in non-SQL formats as needed.

Responsible for the operation and maintenance of nine servers running Windows NT, Windows 2000, and Windows 2003 operating systems.

Responsible for backup operations for these servers.

Responsible for the operation and maintenance of six instances of Microsoft SQL server.

Senior Analyst responsible for maintenance of the State Department of Education's Financial Accounting, Purchasing, Project Accounting, Education Finance Act processing, Education Improvement Act processing, LAN Budget Reporting, and Finance History Extract systems.

Assist in the selection and acquisition of hardware and software for the agency.

#### **PREVIOUS DUTIES**

Systems Analyst 1981 – 1998

Participated in the design, coding, and implementation of the Financial Accounting system.

Designed, coded, and implemented the Procurement system, the Project Accounting system, the Education Finance Act system, the Education Improvement Act system, the LAN Budget Reporting system, and the Finance History Extract system.

## **PREVIOUS EXPERIENCE**

Lieutenant, United States Navy

1976 – 1978 USS Harry E. Yarnell (CG-17)  
Naval Tactical Data System Maintenance Officer

Primary Duty  
Responsible for operation and maintenance of the ship's tactical data systems.

Auxiliary Duties  
Force Weapons Coordinator  
Ship Weapons Coordinator  
Combat Information Center Watch Officer  
Bridge Watch Officer

1973 – 1976 USS America (CV-66)  
Air Transportation Officer

Primary Duty  
Coordinated and supervised the airborne transfer of personnel, mail, and cargo among units of a carrier task group and between these units and shore installations.

Auxiliary Duties  
Air Traffic Control Center Watch Officer  
Bridge Watch Officer

## **INFORMATION TECHNOLOGY SKILLS**

COBOL, CICS, MVS JCL, FOXPRO, SQL, SQL Server 2000 DTS, SQL Server 2005

## MARTA F. BURGIN

### PROFESSIONAL EXPERIENCE

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1998-Present      S. C. Department of Education      Columbia, S. C.

#### *Database Administrator*

- Functions as the South Carolina Department of Education's (SCDE) technical lead/subject matter expert for the Statewide Longitudinal Data System.
- Serves as the SCDE coordinator for the U. S. Department of Education's EDEN/EDFacts Reporting System project.
- Serves as the SCDE coordinator for the National Center for Education Statistics' Common Core of Data reporting.
- Assists in the SQL Server 2005 database maintenance of the SCDE data repository.
- Manages internal and external requests for student- and teacher-level data stored in the repository, and supervises assigned SQL programmers.
- Coordinates SCDE's data collection registration effort.

1986-1998      S. C. Department of Education      Columbia, S. C.

#### *Senior Systems Analyst*

- Served as SCDE Project Manager for development of data warehouse funded by IBM Reinventing Education 2 grant.
- Responsible for modification and maintenance of four major mainframe computer systems, including Teacher Certification, GED, PCS and BEDS Data Collection.
- Coordinated the design and development of the PCS district-based microcomputer system and the Apple Tag data collection system.
- Jointly recruited and trained 51 computer programmers.
- Supervised one to six programmers and programmer analysts.

1980-1986      S. C. Department of Education      Columbia, S. C.

#### *Programmer Analyst I-III, Computer I III*

### EDUCATION

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1959-1961      Furman University      Greenville, S. C.  
■ B. A., Mathematics  
■ Graduated Cum Laude

1957-1959      Mars Hill College      Mars Hill, N. C.  
■ Associate of Arts

## **THESA R. BRIGGS**

### **Education**

1986 University of South Carolina Columbia, SC B.A. Computer Science

### **Professional Experience**

#### **2000-Present S.C. Department of Education Columbia, SC Sr. Application Analyst**

- Team member on the Longitudinal Data System grant project with duties including grant writing, developing and reviewing requests for proposals, data analysis, and system development.
- System development, support, and maintenance to include program specifications, review, testing, and implementation
- Administration of the Actuate web-based reporting system including the management of users, roles, directories, and reports.
- Assist in developing and managing data collection efforts to include data validation and reporting
- Project team member for the replacement of the statewide SASI student information system with PowerSchool with focus on state reporting, data conversion, and data collection.
- Provide assistance with software evaluation, conference presentations, strategy planning sessions, and day-to-day operations.

#### **1998–1999 Metro Information Services Columbia, SC**

1999 Assigned to SC Department of Education, Application Developer

- Year 2000 analysis and modifications to five FoxPro systems and one mainframe COBOL/CICS system to include development, testing, documentation, and deployment.
- Miscellaneous mainframe development and testing
- Level 2 Technical support for FoxPro systems
- Analysis and requirements development for a new diploma system

1998 Assigned to Weyerhaeuser, Application Developer

- Year 2000 modifications to AS/400 systems supporting container board packaging
- Researched vendors and products to assist in finding a remediation tool
- Team player in developing and refining the work breakdown structure and formal deliverables.
- Key player in understanding interrelationships and external interfaces with other containerboard applications.
- Remediated and tested AS/400 programs to meet Year 2000 standards.
- Assisted in quality assurance testing and production implementation of modified programs

1998 Assigned to Wachovia Mortgage – GEARS project, Technical Business Analyst

- Assisted in defining requirements for interfaces between new mortgage computer software and internal and external interfaces.

**Thesa R. Briggs, page 2**

- Created field level mapping documents and formal requirements documents for several interfaces.
- Supported business team members in defining detailed requirements for gaps and issues found in new software.

**1993–1997 Metro information Services Raleigh, NC Application Programmer**

1996-1997 Assigned to NC Department of Human Resources, Division of Information Resource Management, Raleigh, NC Application Developer

- Primary developer for the Willie M. DHHS case management project
- Developed and tested CICS applications using Visual Gen on a personal computer.
- Assisted with and coordinated production moves of completed applications to the mainframe.
- Assisted users during the user acceptance phase and via help desk.
- Performed maintenance tasks and bug fixes for the new system.

1995–1996 Assigned to NORTEL, Inc. Raleigh, NC Application Developer

- Sole FoxPro developer responsible for completing the executive information system Global Operations Planning Database
- Major changes were made to the entire system to break down the data by product for each location and also to incorporate this design into various types of metrics.
- Development of reports and metrics including comparison of manufacturing locations, graphing of various data elements using Microsoft Graph, and combining multiple locations' data.

1993–1995 Assigned to GE Capital Mortgage Insurance Company Raleigh, NC Application Developer and Analyst

- Sole maintenance and production support of the Information Network for Field and Operations (INfFO) system used by the sales force to manage accounts and track customer business
- As an INfFO developer, assisted in development of critical nightly transaction update process and production problem determination and resolution. Programming included special reports, custom task functions, letter generation, and zoom features. Converted nightly update process to minimize the complexity of the hardware configuration and to reduce the run time.
- Lead analyst for designing the RATES+ system to allow the sales force to produce customized rate cards for customers. Worked closely with the business team to assimilate user requirements.
- As team member of the Sales Force Automation project, assisted in vendor selection, requirements definition, and coordination of link with the legacy system.
- Duties also included secondary technical support to the sales force.
- Coordinated systems staff and software development in Visual Basic.
- Technical writer

**Thesa R. Briggs, page 3**

**1987–1992 SC Department of Education Columbia, SC Programmer/Analyst**

- Developer on the mainframe and PC platforms to include programming, analysis, testing, deployment, support, and maintenance
- Developed programming specifications and conducted feasibility studies of proposed applications
- Maintained and enhanced systems for textbook inventory, pupil accounting, student accountability, school lunch, refund applications, and audiovisual library.
- Developed Chapter One system for federal reporting
- Developed user documentation
- Trainer for internal staff and statewide district personnel



**Susan S. Bell**  
**1008 Lofty Pine Drive**  
**Columbia, S. C. 29212**

**Education:** Midlands Technical College: AB in Computer Data Processing, 1986

University of North Carolina at Greensboro: BS in Medical Technology, 1975

**Experience:** 2006 - present SC Department of Education

**Senior Application Analyst**

- Develop, implement, and maintain mainframe, PC-based, and Web-based application software
- Supervise and maintain current systems including Payroll, the Truancy and Suspension and Expulsion Reporting system, and the Student Unique Numbering system
- Coordinate and supervise data collection and reporting of school SASI/PowerSchool data for SDE
- Member of development and implementation team for statewide PowerSchool implementation including State Required data for funding
- Prepare and present training for school district personnel

1995 - 2006 SC Department of Education

**Application Analyst II**

- Develop, implement, and maintain mainframe, PC-based, and Web-based application software including Pupil Accounting, Dropout data validation and reporting, and the Truancy and Suspension and Expulsion Reporting system
- Supervise and maintain current systems including Payroll and the Student Unique Numbering system
- Coordinate and supervise data collection and reporting of school SASI data for SDE, including the supervision of consultants and programmers to insure SDE data requests are completed accurately
- Member of development and implementation team for Longitudinal Data System to fulfill federal grant requirements
- Prepare and present training for school district personnel

1989-1995 SC Department of Education

**Programmer Analyst I, II, and III**

- Designed, programmed and implemented modifications and enhancements to a purchased Payroll/Personnel system
- Designed and implemented Payroll Reconciliation system to interface with the Comptroller General's office
- Wrote programs in COBOL, Foxpro, and Visual Basic to assist other analysts in meeting deadlines

**Susan S. Bell, page 2**

- Maintained several software applications for the Office of Finance

1986-1989 SC Department of Education

**Programmer I, II, and III**

- Wrote and tested programs in COBOL and Foxpro according to specifications provided by system analysts

**Programming**

**Experience:** COBOL, CICS, JCL, SAS, DB2, FoxPro, Visual Basic, Java, and SQL

**Software**

**Proficiency:** MS Excel, MS Access, MS PowerPoint, MS Word, Crystal reports, and Actuate reports

**Certification:** SASI Software Basic Support, June 2006

**TAMEKA L. LEGRANT**

104 Denby Circle  
Columbia, SC 29229  
803-788-1906

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**Summary** Tameka is an experienced programmer and applications analyst motivated by opportunities to learn new technologies and development methodologies. She manages her assignments properly, has great communication skills, and is enthusiastic about her career path.

**Experience** **South Carolina Department of Education** **Columbia, SC**  
***Applications Analyst*** ***September 1999 to Present***

- Works both individually and as apart of a team to gather requirements, time estimates, and write specifications for custom applications
- Designs, codes, and tests simple to complex applications as needed using Cobol, Java, Access, Visual Basic and other technologies
- Performs system maintenance including troubleshooting, upgrades, and enhancements
- Provides user training and technical support
- Creates reports used by schools to ensure the accuracy of data

**Toys R Us** **Columbia, SC**  
***Cashier*** ***June 1997 to October 1998***

- Developed outstanding customer relation skills
- Exercised problem resolution techniques
- Audited registers
- Recognized as “Employee of the Month” – July 1997

**Department of Social Services** **Bishopville, SC**  
***Peer Counselor*** ***October 1993 to June 1995***

- Served as a role model for children ages 11-17
- Tutored students in Math, English, and Science
- Conducted home visits
- Documented files for 12-15 cases per week

**Skills** Visual Basic 6.0, ActiveX controls, Microsoft Access, Java, WebSphere, Cobol, CICS, Microsoft Visual SourceSafe, CVS, Microsoft SQL Server (Query Analyzer), DB2, Crystal Reports, Actuate

**Education** **University of South Carolina** **Columbia, SC**  
***Bachelor of Science in Computer Information Systems*** ***May 1999***

## Wendy C. Spivey

### PROFESSIONAL EXPERIENCE

01/2000-Present      SC Department of Education      Columbia, SC

#### *Senior Information Resource Consultant*

- Manage all aspects of information technology for the Division of Educator Quality and Leadership. The division is on a separate Windows networking system than the rest of the agency since 2000. The systems supported are applications including internet services, proxy in a dmz zone, web servers, Exchange server, file server, NAS technology, SQL database server and Sharepoint services. Applications supported in the division include scanning and indexing technologies for the division's certification data base system, educator evaluation system, mentoring, higher education for teacher accreditation programs, No Child Left Behind highly qualified standards, National Board Certification, Teacher of the Year and other various applications. All of these web based applications are statewide supported systems for district, educator and state use. Other services provided include web site development, web services for data access in collaboration with other educator entities, application development, server support, pc support, network infrastructure and support, user support, and database management.
- Technologies that we started implementation and development of the educator certification system using ASP now using ColdFusion, FLEX, Sub versioning, SQL and Query analyzer, XML web services, MS Internet services, JavaScript, html, dhtml, Adobe Macromedia products, Microsoft Office products and 2003 operating systems, Symantec and GFI products for virus and network protection, Contribute and SSL certificates.
- Plan and prepare fiscal budget for network, servers, user software, and pc hardware. Research new hardware and software, to include new technology, maintenance contracts, and product enhancements.
- Assist in the Agency's long term goals where Information Technology is required.
- Coordinate, test, and implement new technology within the division.
- Coordinate with IT staff changes and new development in application data and web collaboration.

10/1990-2000      SCD Disabilities & Special Needs (SCDMR)      Columbia, SC

Reclassified to *Senior Information Resource Consultant* 1998

#### *Information Resource Consultant II* (IRC III before State Personnel Restructure)

- Manager of Office Automation Systems which includes the Help Desk, training of mainframe and microcomputer end user applications, microcomputer hardware and software research, evaluation and implementation of new technology, establish and support web development
- Plan and prepare fiscal budget Agency wide for microcomputer Hardware and Software, to include new technology, maintenance contracts, and product enhancements
- Assist in the Agency's long term goals where Information Technology is required
- Recommend and coordinate procurements that are hardware and software client related
- Coordinate, test, and implement new technology on the microcomputer hardware and software platform

## Wendy C. Spivey, page 2

6/1988-10/1990      SCD Mental Retardation (SCDDSN)      Columbia, SC

### *Information Resource Consultant II*

- Manage three IRC staff members in the Information Center
- Provide technical support and training for microcomputer and mainframe end user applications
- Research, evaluate and make recommendations for new technology
- Provide fiscal budgets for the Information Center

12/1986–6/1988      SCD Mental Retardation (SCDDSN)      Columbia, SC

### *Information Resource Consultant I*

- Perform end user support for office automation software
- Test and implement new products
- Provide training and support for mainframe report writing tool

4/1986–12/1986      SCD Mental Retardation (SCDDSN)      Columbia, SC

### *Programmer Analyst I*

- Assist in the implementation, analysis and design of business and client related applications using mainframe and microcomputer technology
- Perform maintenance on existing applications using COBOL
- Assist in conversion of B1900 to B7900

## EDUCATION

1986–1990      Midlands Technical College      Columbia, SC  
Associates Degree, Business Accounting

### Most Recent Professional Courses

Windows 2000 and 2003 Administration and Security

Implementation and Managing Exchange Server

ISA Proxy Management

Cold Fusion Introduction

SQL Application Development and Query 7.0, IKON, Columbia SC 2001

SQL Server Administration 7.0, IKON Charleston SC 2000

SQL Server Administration 6.0, IKON, Columbia SC 1997

Systems Management Server, IKON, Columbia SC 1997

Core Exchange Server, Carlson Compute, Greenville, Columbia SC 1997

Microsoft Office Professional Suite, Carlson Compute, Greenville, SC 1996 (Course Series includes all levels: Word, Excel, Access, Powerpoint, Exchange, Schedule+, and Windows95)

NT Workstation, TRG, Greenville SC 1996

Word Perfect for Windows, Midlands Tech, Columbia SC 1995

INSYTE Mainframe ReportWriter, Response Technology, Columbia SC 1994

ERGO Mainframe ReportWriter, Unisys, Columbia SC 1985

Hardware

Compaq Servers, Compaq Proliant Servers, NAS 2000, DLT Tape Library, Unisys A12 Mainframe, B7900/B1900 Mainframes, XE/SG CTOS Servers and Workstations; Compaq Prolinea/Deskpro and Dell pcs, Okidata, Epson, Lexmark, Cannon and HP Printers, Fax Technology, IBM Clone pcs, Scanners, PC Displays

**Stephen W. Moss**  
[Steve.moss@yahoo.com](mailto:Steve.moss@yahoo.com)  
704 208-9872

## ACCOMPLISHMENT HIGHLIGHTS

- Designed, developed and implemented over twenty Web based projects via Coldfusion 4.5-8.0, ASP.Net (C#), with imbedded JavaScript, utilizing JQuery and Spry for multiple state agencies including a fully integrated calendar/event planning system with a secure/password Web based as well as GUI backend administrative interface. Extensive (6+ years) Oracle and SQL Server development experience.
- In a design role championed the usage of CSS1 styles over straight HTML in graphic presentation for maximum control and cross browser flexibility for compliance across multiple browsers including Internet Explorer (PC and MAC), Firefox, Opera and Safari. Heavy reliance on Photoshop CS and Illustrator for design, color palette selection and layout comps. Have authored over 50 forms and forms based applications from an SDLC stakeholder signature and artifact retention system and National Marketing Analysis interfaces for Global Parcel Delivery provider as well as the first National Cancer Clinical Trial Web application.
- Extensive experience in revamping existing code bases, upgrading the layout (CSS and HTML) look and feel to new design standards, working with programmers re-implementing the application functionality.
- Freelance graphic designer and photographer, have over the years designed promotional presentations, advertising and web sites for “casual” client base.

## QUALIFICATIONS HIGHLIGHTS

- Ability to design/deploy/administer Web solutions. Worked extensively with **Cold Fusion 4.0 – 8.0, CSS JavaScript as well as SQL, P/L SQL, T-SQL and SQL Server 2000-2005.** Functional experience in **JAVA, BEANS, VB.NET, C#, PL/SQL and ASP.**
- Worked in both medium and large organization environments (1500+ IT groups) coordinating with Project Managers as well as both involve and reliant departments to build full life cycle applications from funding to “sunset”.
- MS SQL Server Administrator. Setup up and documented “decision based” MIS department. Coordinated SQL based business system implementation for nation’s largest telephony warranty corporation. Worked extensively with local development companies, structuring a comprehensive troubleshooting program, bringing closure to database migration problems.
- Designed and developed mid sized applications in Coldfusion MX and Oracle/SQL server databases utilizing dedicated Web services as well as IBM queue handling software to implement a Service Oriented Architectures (SOA).
- Managed up to 8-member development teams for production support as well as small and mid level application development. Introduced new procedures for bug tracking, staging and deployment. Also implemented methodology and practices to streamline Sarbanes-Oxley compliance guidelines both pre and post deployment documentation requirements.

Software:

- Cold Fusion Server 4.0 - 8
- JavaScript
- Oracle 8 – 9g
- SQL Server
- CSS/Style Sheets
- Dreamweaver
- Eclipse/CFEclipse
- XML/JSON
- Photoshop CS – CS3
- CorelDraw 5 – X4
- AJAX/JQuery/Spry
- Illustrator CS
- Fireworks
- ASP.NET
- FLEX

**CERTIFICATIONS**

Certified Novell Network Administrator v 4.11

Microsoft Development Partner 2007-2009

Food and Drug Administration, 21 CFR Part 11, Electronic Records and Signatures compliance certification

AIG Group, Sarbanes Oxley Standardization

GAAS, Generally Accepted Auditing Standards Certificate

Accredited Instructor for A+ plus mechanical/electrical components (1997).

**PROFESSIONAL EXPERIENCE**

**SC Department of Education, Columbia, SC**

**January 2009 – Present**

*Senior Applications Analyst*

- Principle goal: Design, develop, test and implement web applications within the division of Educator Quality and Leadership. Teacher evaluations, mentoring, and higher ed web applications are currently being enhanced, new development and maintained. Learning the integration of the certification system and how this application sets standards for other cross divisional systems.
- Design and implement database table structure for enhancements or new new application development, migrating the existing SQL Server tables with new structure. Worked to make the Coldfusion coding architecture more adherent to FLEX and Flash design standards to accommodate the Java API logic and methodology.
- Utilize Dreamweaver, JavaScript/AJAX based technologies such as JQuery as well as JSON to implement interactive form authentication and active content such as patient information and prescription updates.

**Carolinas Healthcare  
2008**

**March 2008 – September**

*Coldfusion/Database programmer*

- Integrated a newly obtained commercial Java based prescription order fulfillment system with the existing web application and updated functionality to take advantage of enhance.
- Redesigned the overall layout and design of the upgraded/updated application by removing almost all of the 350 inline styles, reducing redundant CSS classes and moving the content formatting to a more cohesive CSS structure. Moved presentation to a more



## **Stephen W. Moss, page 3**

‘Web 2.0’ compliant structure utilizing CSS (div tag containers and floats) to improve background/layout imaging.

- Designed and implemented database table structure for the new supportive application, migrating the existing SQL Server table structure and patient data to accommodate the new Sybase backend system. Worked to make the Coldfusion coding architecture more adherent to OOP design standards to accommodate the Java API logic and methodology.
- Utilized JavaScript/AJAX based technologies such as JQuery and Spry as well as JSON to implement interactive form authentication and active content such as patient information and prescription updates.

### **AIG Agency Auto**

**September 2006 – December 2007**

*Web Application Design and Developer – Team Lead*

- Built a 5-7 person rotating team of developers for production support as well as small and mid level Web application development. Introduced new procedures for bug tracking, staging and deployment. Implemented methodology and practices to streamline Sarbanes-Oxley compliance guidelines both pre and post deployment documentation requirements.
- Redesigned the interface, working with management team to enhance the dated web interface. Implemented AJAX for more intuitive interface for 50 state vehicle information gathering and compliance as well as homogenized existing scattered legacy style sheets from 32 to 3.
- Designed and developed midsize Web applications in Coldfusion MX, Oracle, SQL Server 2005, utilizing dedicated Web services.
- Coordinated efforts with other department heads (Database, Planning, Production) to streamline communications, implement needed infrastructure (staging environment, staging database), and implementation procedures. Reduced backlog of over 300 known defects to 50 within six months and maintained a 45 day report-to-deployment schedule for 90% of defects entered into tracking system.

### **Cingular Wireless**

**January 2006 – August 2006**

*Web Application Design and Developer – (9 month contract)*

- Designed and Developed Cold Fusion MX, SQL Server and Oracle based Web applications in 16-18 week development cycles to build analytical applications for internal business use including applications costing, server/application inventory and usage reports, and straight-line depreciated costing migration from spreadsheets to a dedicated application.
- Team environment was staffed and commissioned to assist in building analytical applications to assist in merger with ATT West coast operations. Worked with system designers and business planners to build applications to automate and present to the web the internal methodology for full lifecycle application development.

**Camille T. Brown**  
[cbrown@che.sc.gov](mailto:cbrown@che.sc.gov)

Objective: Utilize information systems expertise and business experience to enhance customer service and increase productivity through information technology.

11/92 – Present      South Carolina Commission on Higher Education  
1333 Main Street, Suite 200  
Columbia, S. C. 29201

Positions:      Chief Information Officer/Assistant Director of Finance, Facilities, and  
MIS, Manager of Information Systems, Senior System Analyst

Hardware:      IBM iSeries (host computer), Local Area Networks, Personal Computers,  
Servers for e-mail, web serving, & file and print serving

Software:      COBOL/400, Microsoft Office Products (Word, Excel, Access, Power  
Point, Web Expressions), Visio, SQL, Microsoft Server 2000, Exchange  
6.0, IIS, Windows 2000 and XP, OS/400 Operating system

Applications:      Commission on Higher Education Management Information System  
(CHEMIS)  
Leave System

Responsibilities:

- Supervises 2 full time and 2 part time employees
- Directs the operation of agency's local area network which includes a firewall, host computer system, three servers (e-mail, file & print serving, and web server), and eight network printers
- Organizes and directs the analysis, design, and programming of information systems, specifically focusing on CHEMIS (a statewide data system for institutions of higher education consisting of student, facilities, course, faculty, and state scholarship & grant components)
- Coordinates the many requests received for information from the CHEMIS to include producing accurate and timely data for statewide needs.
- Establishes standards and content requirements for the agency's web site
- Supervises procurement of information technology software and hardware for upgrades, new equipment, and licensing

11/87 – 8/92      Kings Supermarkets  
2 Dedrick Place  
West Caldwell, N. J. 07006  
Subsidiary of Marks and Spencer, London, England  
(Upscale Supermarket Chain – 17 stores)

Positions:      Project Leader/Operations Manager, Programmer-Analyst

**Camille T. Brown, page 2**

**Responsibilities:**

- Supervised four operators for a 24 hour, 7 day operation week, including scheduling of staff and production work
- Managed all phases of analysis, design, testing, implementation, and documentation of direct ordering and receiving system for Meat, Seafood, Produce, and Floral Departments
- Tested disaster recovery plans at offsite location
- Provided operational and technical support to Brooks Brothers Mail Order System

**Accomplishments:**

- Enhanced Bill of Materials System for food production
- Improved production in stores by automating ordering and receiving process

6/86 – 10/87	Haband Company 265 North 9 <sup>th</sup> Street Paterson, N. J. (Retail Clothing Mail Order Business)
Position:	Programmer
3/84 – 5/86	BH&P Whippany, N. J. (Service Industry-AT&T Contracts)
Positions:	Programmer-Analyst, Sr. Systems Analyst, Project Manager
5/81 – 3/84	Littlefield Adams & Co. Totowa, N. J. (Book publisher & wholesaler of imprinted college sportswear)
Positions:	Programmer-Analyst, Assistant to D.P. Manager
10/70 – 4/76	Coburg Dairy Charleston, S. C. (Wholesaler & retailer of dairy products)
Positions:	Programmer, D. P. Manager, Programmer-Analyst
Education:	Winthrop University, Rock Hill, South Carolina B.A. – Computer Science

Courses on Programming, Communications, Implementation, & Conversion  
Continuing education through seminars and participation in technical conferences  
Rutgers University – Systems Analysis & Design

## **Clint L. Mullins**

### **EDUCATIONAL BACKGROUND**

**University of South Carolina**, Columbia, South Carolina. (1998 – 1999)

Master of Education in Educational Psychology with a major in Instructional Technology

**Marshall University**, Huntington, West Virginia (1980 – 1984)

Bachelor of Arts *cum laude*, Foreign Language - French

### **PROFESSIONAL EXPERIENCE**

**South Carolina Commission on Higher Education, Columbia, SC**      **April 2006 – Present**  
*Program Manager*, Division of Academic Affairs & Licensing

Responsible for coordination and execution of higher education policy and project management tasks in fulfillment of the mandates of the South Carolina Education & Economic Development Act of 2005 (EEDA). Work collaboratively with Commission staff; external stakeholders; statewide higher education institutional officers and representatives; the South Carolina Department of Education; the South Carolina Department of Commerce; the Governor's Education & Economic Development Coordinating Council; and with other state agencies to address education policy and information technology systems matters related to the creation of seamless pathways for student transitions from secondary to postsecondary education and the world of work. Coordinate policy, planning and project management dimensions of statewide curriculum alignment and systems initiatives. Provide expertise in the identification, evaluation, selection, implementation and customization of technology solutions for statewide use to facilitate degree audit, course articulation and transfer, and student information portal functions for higher education access. Serve as a liaison to the state's institutions of higher learning and the State Department of Education concerning academic policy matters related to various secondary-to-postsecondary issues. Coordinate with the South Carolina Technical College System office; two-year institutions; four-year comprehensive teaching institutions; and senior research institutions concerning academic policies on technology-related matters. Draft policy documents to present policy agendas and positions in response to requests for information and in fulfillment of legislative requirements. Serve as principal program manager responsible for contractual, communications, implementation and project management aspects of a statewide course and curriculum alignment project with the University of Oregon's nationally- and internationally-recognized Educational Policy Improvement Center (EPIC) and the Center for Educational Policy Improvement.

**Hand Middle School, Columbia, SC**  
*French Teacher*

**August 2001 – December 2004**

Taught French language to 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students in one of the state's leading public middle schools (*Time* magazine's "Middle School of the Year," May 2001).

**IKON Technology Services, Columbia, SC**

**June 1999 – October 2000**

*Director of Learning Technologies*

Direct report to President. Developed and articulated a strategic vision for secondary and higher education markets to drive the definition, development, marketing and implementation of learning technologies and an array of in-house and channel-provided technology services for this \$5.4 billion, Fortune 500 company. Offerings focused on consulting and professional services for network integration and customized software design including development of Internet sites and applications; distributed digital distance learning solutions; advanced telecommunications; network management services; and education and training services. Worked collaboratively with several South Carolina institutions of higher education and strategic business partners to deploy online learning technologies for alternative teacher certification programs.

**University of South Carolina, Columbia, SC**

**June 1998 – August 1999**

*Full-Time Graduate Studies in Instructional Technology, Department of Educational Psychology*

Earned the Master of Education (M. Ed.) degree in Educational Psychology with a major in Instructional Technology. Program coursework included advanced study in Instructional Systems Design; Technology & Learning Strategies; Educational Statistics / Research & Evaluation; Curriculum Development; Technology & Exceptional Populations; Information Technologies in Instruction; Information Technology Management in Educational Institutions; completed an independent study in Advanced Technology Needs Analysis in Educational Institutions; completed an internship in Instructional Systems Design & Web-Based Applications; Constructivist Applications in Classroom Learning, Instruction & Assessment (including inquiry-based methodologies); Organizational Behavior; and Public Policy Process. Graduated in just over one year in August 1999 with a GPA of 3.8.

**Lexington County School District Two, West Columbia, SC**

**August 1997 – May 1998**

*Director of Technology*

Provided leadership, vision and management for administrative and instructional technology functions and systems in a local education agency. Established district's first cross-curricular team to define academic standards for integration of technology into curricula. Coordinated professional development initiatives to train teachers on the appropriate use of technology in the classroom. Coordinated library media specialists technology group. Served as chief technology representative on district strategic planning committee. Developed and presented information on technology programs and funding to the Board of Trustees and to the public. Wrote extensive RFP to externalize and privatize all computer equipment acquisition, financing, deployment and management.

**German Ministry of Education, Thuringia, Germany**

**April 1998**

*South Carolina Administrative Exchange Delegate for Instructional Technology*

Represented the State of South Carolina as Administrative Exchange Delegate for Instructional Technology to the German Ministry of Education, Cultural Affairs and

**Clint L. Mullins, page 3**

Science at the request of the South Carolina Budget & Control Board and the State Superintendent of Education. Traveled throughout Thuringia, Germany for two weeks as a guest of state to study technology in public schools and to conduct site visits to educational institutions. Delivered presentations on technology in South Carolina's public education system to the German Ministry & Thuringian Parliament to foster collaborative initiatives in education, technology and economic development between South Carolina and Germany.

**South Carolina Department of Education, Columbia, SC**      **March 1994 – August 1997**  
*Chief Information Officer & Special Assistant for Technology Planning and Policy Development*

Served as the agency's internal Chief Information Officer, as the State Superintendent of Education's Special Assistant for Technology Planning and Policy Development, and the South Carolina State Technology Director for the state's public schools. Was responsible for developing technology policy in curricular, administrative, technical, implementation and information technology operations areas for the state's public school districts. Assisted in creating and implementing a strategic vision and requisite planning elements for the effective use of educational technology in public schools. Led cross-divisional teams in the development of project plans to support all areas of the agency's internal and external technology initiatives, including technology planning and policy development; resource procurement and development; instructional technology applications; infrastructure and hardware support; mainframe computer services and operations; regional technology field resources and services within local education agencies and schools; traditional broadcast and digital distance learning services delivered through the South Carolina Educational Television Network; and development of distributed web-based applications to automate textbook requisition and acquisition. Directed all aspects of the agency's internal information technology operations including requirements studies; procurement; management of contracts; legal protests; and systems development for agency's internal administrative information systems. Developed implementation and deployment strategies for internal and external systems for statewide use.

In technology policy, was personally instrumental in helping to craft and subsequently successfully represented the State of South Carolina's policy position twice before the United States Federal Communications Commission in the matter of implementation of the Universal Service Provisions of the Telecommunications Act of 1996 (E-Rate). Met individually with FCC Commissioner, state's attorneys, and other key staff members in policy advocacy discussions. Worked closely with the offices and staff of South Carolina's congressional representation to ensure concerted execution of state policy strategy at the federal level. Frequently represented the State Superintendent of Education in matters concerning telecommunications and technology policy issues at meetings of the Council of Chief State School Officers (CCSSO).

**Diana M. Tester**

3828 Linbrook Drive, Columbia, SC 29204

(803) 898-7512 (Work)

Diana.Tester@dss.sc.gov

**Professional experience**

South Carolina Department of Social Services (DSS), September 2008 to present. Research Director.

- Serves as liason within the agency programs to outside agencies on research initiatives.
- Coordinates with outside researchers on initiatives with the SCDSS.
- Develop and monitor budgets of ongoing projects and write progress reports.
- Assist in writing grant proposals
- Assist in writing other mandated reports such as the Accountability report.

South Carolina Budget and Control Board, Office of Research and Statistics, Program Manager/Senior Consultant, 12/89 to 9/08. Manages/consults on several projects. Examples of Projects include:

- SC Depart. of Social Services (DSS), 1994 - Present. Developed (and currently maintain) a statistical data system from the following administrative files: TANF, Food Stamps and CAPSS (human services). From the statistical system, provide ongoing statistical analyses for DSS clients, particularly focusing on the Family Independence Act (SC's Welfare Reform initiative) including a number of management and program quality assurance reports. As part of the CHILD LINK initiative, linked children in TANF cases to human service files and Medicaid to compare the utilization of medical services and child abuse rates for Pre and Post TANF child populations. Tracked former DSS clients across multiple data systems (including ESC Wage match data) to help determine outcomes. Tracked current TANF clients to the hospital in-patient and emergency dept. databases to help determine employment barriers. Continue to develop additional products as needed by DSS management and staff, including geographic maps pinpointing DSS recipients, children, child care centers, and ATMS. Currently assisting DSS on its data capacity grant which focuses on child care providers and the children that they serve.
- SC Depart. of Health and Human Services, 1996 - Present. Built and update annually two separate county level statistical databases, reports, and web sites containing information on young adults and mature adults.
- SC Budget and Control Board, Office of the Executive Director, 1995 - Present. Developed (and currently maintain) statistical databases, reports, and web site on children and their families (Kids Count). Recent work included tracking the effects of early education such as 4k to outcomes such as PACT scores and other measures.
- SC Governor's Office, First Steps Initiative, 1999 to Present. Created and maintain a statistical database focusing on children under 6 years of age. In addition, created a database of all First Steps clients with descriptive statistical links to other administrative agency files. Assisted in the evaluation of First Steps programs and linkages with other information systems focusing on young children.
- Through contracts with the SC State Law Enforcement Division and the SC Dept of Public Safety, created statistical "research" files from the criminal history "rap" sheets. Other projects included linking DJJ cohorts to the SLED criminal history file to determine outcomes and helping to develop profiles of drug and sex offenders.

## **Diana M. Tester, page 2**

- Participate in the team assisting SC Dept of Education on the development of an internal data warehouse and the creation of web-based tools to access the information.
- Provide technical assistance to the SC Council on Homelessness, the SC Homeless Coalition, and individual coalitions including the linkage of HMIS data to the S.C.'s integrated Data Warehouse.
- Serve as a liaison with the user community. Present to numerous public and private organizations on the use and availability of Census and other products and the services of the Office of Research and Statistics.
- Serve on numerous State agency and other committees to help foster research for solving community problems and to promote collaboration across organizations.

SC Budget and Control Board, Office of Research and Statistics, Statistician, 8/84 to 12/89

Using SAS, generated reports and data analysis from the county and municipal revenue sharing systems.

Revised and produced county level population projections.

Research and responded to data requests using the 1980 Census files

Prepared tables and graphs for monthly, quarterly, and annual publications.

SC State Reorganization Commission, Prison Overcrowding Project, Research Assistant, 6/82 to 7/84.

Responsibilities included all phases of research: survey construction, research design, collection and analysis, report writing, literature review. Represented project at workshops and national strategy sessions.

University of South Carolina, College of Criminal Justice, Research Assistant, 9/82 to 5/83.

Responsibilities included data collection, coding, and surveying of high school students on two separate criminal justice studies funded by federal grants.

SC Legislative Audit Council, Research Intern, 7/81 to 6/82.

Responsibilities included budget review, assisting in research design, conducting surveys, data collections and analysis, and report writing. Worked on two projects: Study and Review of Prison Overcrowding in South Carolina and A Sunset Review of the Public Service Commission.

## **Education**

University of South Carolina,  
Columbia, South Carolina  
Masters in Public Administration, 1984

College of Charleston,  
Charleston, South Carolina  
BS degree in Political Science, 1981



## **Diana M. Tester, page 2**

First Baptist High School,  
Charleston, South Carolina  
High School Diploma, College Prep., 1977

### **Professional memberships**

Population Association of America  
SC Violence Data Exchange Team (VDET)

### **Languages**

SAS, UNIX and Windows environment, Microsoft Products such as Excel, Word, PowerPoint, Publisher

### **Current and Past Community Activities**

Toastmasters International, Past President as well as other roles for the Columbia 7AM Chapter  
SC Budget and Control Board, Mentee Alumni Association  
SC Budget and Control Board, SC Executive Institute, Class of 2000  
SC Budget and Control Board, Internal Grievance Committee  
Midlands Chapter of Families with Children from China (an adoptive support group) served as Vice President & President  
Current Board Chair, Board of Directors, SC Harmony Preschool and Elementary School

# Project Narrative

## Project Narrative - Appendix C Current Status of State's Longitudinal Data System

Attachment 1:

Title: **Appendix C ? Current Status of State's Longitudinal Data System** Pages: **4** Uploaded File:

**F:\USERS\Grants\SDE Grant proposals\Technology\Longitudinal Data System\LDS Dec 09\Appendix C  
Current Status of SC SLDS.pdf**

*South Carolina ARRA SLDS Grant Proposal*  
**Appendix C – Current Status of State’s Longitudinal Data System**

**Table 1 – Status of Required Data System Capabilities**

<b>Required System Capabilities</b>	<b>Currently Included (2009)?</b>	<b>Being Developed with SLDS (by 2010)?</b>	<b>Planned for ARRA SLDS (2010-2013)?</b>	<b>Planned with Other Funds?</b>
<b>1.</b> The system must enable States to examine student progress and outcomes over time, including students’ preparation to meet the demands of postsecondary education, the 21st century workforce, and the Armed Forces. Such a system must include data at the individual student level from preschool through postsecondary education and into the workforce (e.g., employment, wage, and earnings information). <b>Deliverable:</b> P-20 Interface	<b>No</b>		<b>Yes</b>	
<b>2.</b> The system must facilitate and enable the exchange of data among agencies and institutions within the State and between States so that data may be used to inform policy and practice. Such a system would support interoperability by using standard data structures, data formats, and data definitions to ensure linkage and connectivity among the various levels and types of data. <b>Deliverable:</b> Data Warehouse Expansion	<b>No</b>		<b>Yes</b>	
<b>3.</b> The system must link student data with teachers, i.e., it must enable the matching of teachers and students so that a given student may be matched with the particular teachers primarily responsible for providing instruction in various subjects. <b>Deliverable:</b> None		<b>Yes</b>		
<b>4.</b> The system must enable the matching of teachers with information about their certification and teacher preparation programs, including the institutions at which teachers received their training. <b>Deliverable:</b> None		<b>Yes</b>		

## South Carolina ARRA SLDS Grant Proposal

### Appendix C – Current Status of State’s Longitudinal Data System

Required System Capabilities	Currently Included (2009)?	Being Developed with SLDS (by 2010)?	Planned for ARRA SLDS (2010-2013)?	Planned with Other Funds?
<b>5.</b> The system must enable data to be easily generated for continuous improvement and decision-making, including timely reporting to parents, teachers, and school leaders on the achievement of their students. <b>Deliverable:</b> Data Warehouse Expansion		Yes	Yes	
<b>6.</b> The system must ensure the quality and integrity of data contained in the system. <b>Deliverable:</b> Data Quality Controls & Validation	Yes	Yes	Yes	
<b>7.</b> The system must provide the State with the ability to meet reporting requirements of the Department, especially reporting progress on the metrics established for the State Fiscal Stabilization Fund and the reporting requirements included in the <i>EDFacts</i> data collection and reporting system. <b>Deliverable:</b> Data Warehouse Expansion		Yes	Yes	Other Recovery Funds

**Table 2 – Status of America COMPETES Act Required Data System Elements**

	America COMPETES Act Required Data System Elements	Currently Included (2009)?	Being Developed with SLDS (by 2010)?	Planned for ARRA SLDS (2010-2013)?	Planned with Other Funds?	DQC Element #
P-20	<b>1.</b> A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law) <b>Deliverable:</b> None	Yes				1
	<b>2.</b> Student-level enrollment, demographic, and program participation information	Yes				2

*South Carolina ARRA SLDS Grant Proposal*

**Appendix C – Current Status of State’s Longitudinal Data System**

	<b>America COMPETES Act Required Data System Elements</b>	<b>Currently Included (2009)?</b>	<b>Being Developed with SLDS (by 2010)?</b>	<b>Planned for ARRA SLDS (2010-2013)?</b>	<b>Planned with Other Funds?</b>	<b>DQC Element #</b>
	<b>Deliverable:</b> None					
	<b>3.</b> Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs <b>Deliverable:</b> P-20 Interface	No		Yes		8
	<b>4.</b> The capacity to communicate with higher education data systems <b>Deliverable:</b> P-20 Interface	No		Yes		9
	<b>5.</b> A State data audit system assessing data quality, validity, and reliability <b>Deliverable:</b> Data Quality Controls & Validation	Yes		Yes		10
PK-12	<b>6.</b> Yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 <b>Deliverable:</b> None		Yes			3
	<b>7.</b> Information on students not tested, by grade and subject <b>Deliverable:</b> None	Yes				4
	<b>8.</b> A teacher identifier system with the ability to match teachers to students <b>Deliverable:</b> Educator ID System	Yes		Yes		5
	<b>9.</b> Student-level transcript information, including information on courses completed and grades earned <b>Deliverable:</b> None		Yes			6
	<b>10.</b> Student-level college readiness test scores <b>Deliverable:</b> None	Yes				

*South Carolina ARRA SLDS Grant Proposal*

**Appendix C – Current Status of State’s Longitudinal Data System**

	<b>America COMPETES Act Required Data System Elements</b>	<b>Currently Included (2009)?</b>	<b>Being Developed with SLDS (by 2010)?</b>	<b>Planned for ARRA SLDS (2010-2013)?</b>	<b>Planned with Other Funds?</b>	<b>DQC Element #</b>
13-20	<b>11.</b> Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework <b>Deliverable:</b> P-20 Interface	Yes		Yes		7
	<b>12.</b> Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education <b>Deliverable:</b> P-20 Interface	Yes		Yes		

**Table 3 – Data Quality Campaign’s Ten Essential Elements of a State Longitudinal Data System**

	<b>Element</b>
1	Statewide Student Identifier
2	Student-Level Enrollment Data
3	Student-Level Test Data
4	Information on Untested Students
5	Statewide Teacher Identifier with a Teacher-Student Match
6	Student-Level Course Completion (Transcript) Data
7	Student-Level SAT, ACT, and Advanced Placement Exam Data
8	Student-Level Graduation and Dropout Data
9	Ability to Match Student-Level P-12 and Higher Education Data
10	A State Data Audit System

# Project Narrative

## Project Narrative - Appendix D Letters of Support

Attachment 1:

Title: **Appendix D Letters of Support** Pages: **23** Uploaded File: **C:\Documents and Settings\Jhicks\My Documents\LOS\Appendix D Letters of Support.pdf**

## Appendix D – Letters of Support

Office of the Governor – Governor Mark Sanford .....	D-1
Congress of the United States, House of Representatives – James E. Clyburn.....	D-2
United States Department of Defense – Ted Hagert.....	D-3
United States Senate – Jim Demint.....	D-4
South Carolina House of Representatives, Education and Public Works	
Committee – Phillip D. Owens .....	D-5
South Carolina Association of School Administrators – Molly Spearman .....	D-6
South Carolina Board of Education – Tim Moore.....	D-7
South Carolina Budget and Control Board – Frank Fusco .....	D-8
South Carolina Commission on Higher Education – Garrison Walters .....	D-9
South Carolina Department of Commerce – Joe E. Taylor, Jr. ....	D-10
South Carolina Department of Social Services – Kathleen M. Hayes.....	D-11
South Carolina Education Association – Sheila C. Gallagher.....	D-12
South Carolina Education Oversight Committee – Jo Anne Anderson.....	D-13
South Carolina School Boards Association – Paul Krohne .....	D-14
South Carolina Senate Education Committee – John Courson.....	D-15
South Carolina Technical College System – Barry W. Russell.....	D-16
SERVE Center – Ludy van Broekhuizen.....	D-17
University of South Carolina – Harris Pastides .....	D-18
Advanced Automation Consulting – John Denise .....	D-20
Pearson – Paul Fletcher.....	D-21
VC3 – David Dunn .....	D-22





# State of South Carolina

## Office of the Governor

MARK SANFORD  
GOVERNOR

Post Office Box 12267  
COLUMBIA 29211

December 1, 2009

The Honorable Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Jim,

I am writing to express my support for the Department's submission to the U.S Department of Education's Statewide Longitudinal Data System Grant program. Grant funding will enable South Carolina to continue developing a P-20 system, the South Carolina Longitudinal Information Center for Education (SLICE 2013), that will give early childhood groups, social service agencies, educators and employers insight into how our students are progressing.

The fact that state entities and private stakeholders, including the South Carolina Department of Education (SCDE), the Department of Social Services, the Department of Health and Human Services, the Department of Commerce, the Employment Security Commission, the South Carolina Commission on Higher Education, the State Technical College System, and the State Office of Research and Statistics, have collaborated on this effort is a significant step forward for South Carolina. Such collaborative work represents a commitment to combining expertise and resources and reducing duplicative efforts – ultimately leading to a more cost-effective use of state resources.

SLICE 2013 will also help us integrate our K-12, early childhood, post-secondary, and workforce data systems across our state. Merging P-20 data with other child care and workforce data will enable South Carolina to more effectively understand the impact of P-20 efforts on the statewide economy, identify trends, and address needs. Because South Carolina was one of the states most affected by the recent economic recession, the ability to access and use this data will be helpful in improving public education, social services, workforce preparation, and economic development activities.

SLICE 2013 is an integral part of the SCDE's application for Race to the Top (RT3) funding, and South Carolina's educational and economic leaders understand the need for a comprehensive strategy to address our present concerns. This partnership, along with the sharing of meaningful data and the effective use of such information, can significantly assist our state in achieving sustainable, effective results. I am pleased that the SCDE included so many partners in developing SLICE 2013, and I support this initiative and its ultimate goals.

If you have any questions, please do not hesitate to contact me.

Sincerely,  


Mark Sanford

MS/jl

D-1



**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-4006**

December 4, 2009

Dr. Jim Rex  
State Superintendent  
South Carolina Department of Education  
1429 senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex,

I am writing you in strong support of your efforts to secure funding for the implementation and development of South Carolina's Statewide Longitudinal Data System. The Statewide Longitudinal Data System (SLDS) is a collaboration between your agency and other state agencies including colleges and universities, workforce and child care agencies which will create cost effective solutions to common problems.

The SLDS is an integral component of South Carolina's application for *Race to the Top* funding and will enable the State Department of Education to better coordinate efforts to address equity in teacher education and distribution, implement rigorous standards and assessments, turn around struggling inner city and rural schools, and better utilize data systems to support instruction and learning. I understand the relationship among these four objectives and the need to combine them into a comprehensive strategy to improve learner performance and the role that high quality data must play in implementing this strategy for effective educational results.

I am also aware that through your collaboration with South Carolina's economic and community partners, you have identified ten priorities for implementation of the SLDS which when fully implemented will create an educational data system which can be fully sustained beyond the grant period. I wish to commend you and your staff for ensuring the sustainability of this project.

Again, I fully support your efforts to increase student achievement in South Carolina, and I look forward to assisting you in this and other efforts to achieve this goal.

With kindest regards, I am

Sincerely,

James E. Clyburn  
Majority Whip  
U.S. House of Representatives





**DEPARTMENT OF DEFENSE**  
HEADQUARTERS, UNITED STATES MILITARY ENTRANCE PROCESSING COMMAND  
2834 GREEN BAY ROAD  
NORTH CHICAGO, ILLINOIS 60064-3094

October 28, 2009

Dr. Jim Rex  
State Superintendent of Education  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex,

During the past months, I have been discussing with several members of your staff potential data sharing opportunities between the military and the South Carolina Department of Education. These opportunities are embedded in the proposed enhancements to the Statewide Longitudinal Data Systems (SLDS), afforded by the ARRA SLDS grant and the South Carolina's Educational and Economic Development Act (EEDA). I am pleased to endorse the state's application to enhance the SLDS through ARRA funding. We see great potential in sharing military and PK-20 data for South Carolina students.

Military data is a vital missing piece from most, if not all, existing statewide longitudinal data systems. Perkins 2006 identifies placement of students in military service as a performance indicator for schools/States. Perkins also requires States to report career pathways of students participating in Federal-supported career and technology courses. There are challenges involved in matching military testing and service-entry data with public education data. We believe, however, these challenges are worth resolving, and a very powerful collaboration will result.

The staff here in our Office of Strategic Planning and Transformation (OSP&T) will certainly work to provide you the type of information you would like, and I will serve as the "liaison" for your requests. We look forward to continuing our work with the South Carolina Department of Education to strengthen the SLDS and expand its utility and comprehensiveness.

Sincerely,

A handwritten signature in blue ink that reads "Ted Hagert".

Ted Hagert  
Education Services Specialist  
ASVAB Career Exploration Program Manager  
HQ USMEPCOM  
2834 Green Bay Road  
North Chicago IL 60064  
(847) 688-3680 x7508  
(847) 688-4579 (fax)

JIM DeMINT  
SOUTH CAROLINA

CHAIRMAN  
SENATE STEERING COMMITTEE

340 RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, DC 20510  
(202) 224-6121  
demint.senate.gov

## United States Senate

November 13, 2009

COMMITTEES-  
BANKING, HOUSING, AND  
URBAN AFFAIRS

COMMERCE, SCIENCE AND  
TRANSPORTATION

FOREIGN RELATIONS

JOINT ECONOMIC

Dr. Jim Rex  
State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex,

Thank you for taking the time to explain to my staff the projects you are currently working on at the South Carolina Department of Education. I am pleased to hear of the partnerships you have forged with leading academic, state, and private organizations in order to develop and implement longitudinal data systems in our state.

Projects, like yours, that make high quality data available to educators at all levels are to be applauded. This project will assist educators in making data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close learning gaps. It is essential in today's global economy that our students are prepared for a lifetime of success and your proposal could help us reach this goal.

Thank you for your diligent work in these areas. It is an honor to serve you in the United State Senate. If I may be of any further assistance, please do not hesitate to contact me.

Sincerely,



Jim DeMint  
United States Senator

CHARLESTON  
112 CUSTOM HOUSE  
200 EAST BAY STREET  
CHARLESTON, SC 29401  
(843) 727-4525

GREENVILLE  
105 NORTH SPRING STREET  
SUITE 109  
GREENVILLE, SC 29601  
(864) 233-5366

COLUMBIA  
1901 MAIN STREET  
SUITE 1475  
COLUMBIA, SC 29201  
(803) 771-6112



James M. (Jimmy) Neal  
First Vice Chairman

Phillip D. "Phil" Owens  
Chairman

Donald C. (Don) Smith  
Second Vice Chairman

## Education and Public Works Committee

Richard P. Fulmer  
Staff Attorney

Len Marini  
Research Director

Merita "Rita" A. Allison  
Michael A. Anthony  
Don C. Bowen  
Lester P. Branham, Jr.  
Robert L. Brown  
Joseph S. Daning  
Jerry N. Govan, Jr.  
Carl L. Gullick



Nikki R. Haley  
Harold Mitchell, Jr.  
Edward H. "Ted" Pitts  
B.R. Skelton  
James "Jim" Stewart, Jr.  
William R. "Bill" Whitmire  
William T. "Bill" Wylie

Julie F. Lybrand  
Research Assistant

D'Juana B. Wilson  
Executive Assistant

South Carolina House of Representatives  
P.O. Box 11867  
Telephone: (803) 734-3053 • Fax: (803) 734-2827  
Columbia, S.C. 29211  
Room 429, Blatt Building

December 2, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

I am pleased to support the South Carolina Department of Education in its application for a grant to create and expand a statewide longitudinal data system (SLDS). It is my understanding that such a system should improve access to data, facilitating more informed decisions regarding South Carolina's efforts to improve early childhood services, K-12 education, post-secondary education and workforce preparation.

I also regard the proposed SLDS an important component of our application for Race to the Top Funds. As Chair of the House Education and Public Works Committee, I am hopeful that South Carolina will be competitive as a recipient for these funds which will help implement innovative education reform, despite the economic crisis we are experiencing.

I believe that reliable, meaningful data, such as that which the SLDS program could provide, is essential to substantial and sustainable education reform. Therefore, I request that you give our application careful and meaningful consideration.

Sincerely,

A handwritten signature in blue ink that reads "Phillip D. Owens".

Phillip D. "Phil" Owens, Chairman



## SCASA DIVISIONS

School Superintendents

October 23, 2009

Secondary Principals

Middle Level Principals

Elementary Principals

Career & Technology  
Education Administrators

Adult Education  
Directors

School Personnel  
Administrators

Allied School  
Administrators

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Jim,

The South Carolina Association of School Administrators (SCASA), the umbrella organization for South Carolina's educational leaders, includes all district superintendents, directors of instruction, directors of technology, and several other job-alike groups across the State's K-12 administration. I am pleased to provide SCASA's full support for the statewide longitudinal data system and the new proposal under the federal Statewide Longitudinal Data Systems grant.

South Carolina's educational leaders fully understand the need for high quality, timely data as an important tool in making decisions and taking action to improve every student's academic performance and to prepare those students for college and career opportunities. South Carolina has developed a rigorous curriculum and has recently joined the common core curriculum project. Data are essential in accurately identifying needs, planning the learning activities required to remediate those needs, and assessing the effectiveness of those activities. Developing the curriculum management component of the data system will strengthen the entire educational process.

The potential impact for students in South Carolina is exceptional, and SCASA is delighted to participate in this initiative to serve public education.

Sincerely,



Molly Spearman

**South Carolina Association of School Administrators**  
**121 Westpark Boulevard ■ Columbia, SC 29210**  
**(803) 798-8380 ■ FAX (803) 731-8429**  
**[www.scasa.org](http://www.scasa.org)**



**South Carolina  
Board of Education**

1009 RUTLEDGE BUILDING,  
COLUMBIA, SOUTH CAROLINA 29201

*Chair*

**Tim Moore**

Snelling  
Second Judicial Circuit

*Chair-Elect*

**Gerrita Postlewait**

Myrtle Beach  
Fifteenth Judicial Circuit

*Members*

**Patsy Pye**

Summerville  
First Judicial Circuit

**Bonnie Disney**

Sumter  
Third Judicial Circuit

**Hampton H. Hubbard**

McColl  
Fourth Judicial Circuit

**Rose Sheheen**

Camden  
Fifth Judicial Circuit

**Al Simpson**

Lancaster  
Sixth Judicial Circuit

**Libby W. Swad**

Gaffney  
Seventh Judicial Circuit

**Charles W. McKinney**

Clinton  
Eighth Judicial Circuit

**Cindy Clark**

Hanahan  
Ninth Judicial Circuit

**Lyn Norton**

Seneca  
Tenth Judicial Circuit

**Amelia Herlong**

Saluda  
Eleventh Judicial Circuit

**Fred F. DuBard, III**

Florence  
Twelfth Judicial Circuit

**Phillip Bowers**

Pickens  
Thirteenth Judicial Circuit

**Dennis Thompson, Jr.**

Varnville  
Fourteenth Judicial Circuit

**J. Britt Blackwell, O.D.**

Rock Hill  
Sixteenth Judicial Circuit

**Jim Rex**

State Superintendent of Education  
Secretary and Administrative Officer  
1006 Rutledge Building  
Columbia, South Carolina 29201

November 20, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Jim:

As Chair of the South Carolina State Board of Education, I am pleased to support the efforts of the South Carolina Department of Education to obtain federal funding from the U.S. Department of Education to continue building a statewide longitudinal data system. I understand this system will include data from early childhood education programs, K-12 programs, and post-secondary programs and will link these data to workforce data. Such a system will ultimately create a continuum of data resources that can help South Carolina improve its public education system and measure the impact of that improvement on the quality of life of our citizens.

The priorities described in the proposed project, South Carolina Longitudinal Information Center for Education (SLICE 2013), are critical elements in the development of educational data systems that can actually inform educators, parents, and community leaders about the needs and growth of our students. The integration of those data with data from other state agencies, such as the Department of Social Services, higher education, the Department of Health and Human Services, will allow us to address the conditions that underlie the current education issues in our state.

We look forward to supporting the efforts and initiatives contained in South Carolina's plan for its longitudinal data system, an essential factor in moving South Carolina's education system to the top levels in the nation.

Sincerely,

Tim Moore, Chair



MARK SANFORD, CHAIRMAN  
GOVERNOR

CONVERSE A. CHELLIS, III, CPA  
STATE TREASURER

RICHARD ECKSTROM, CPA  
COMPTROLLER GENERAL



(803) 734-2320

HUGH K. LEATHERMAN, SR.  
CHAIRMAN, SENATE FINANCE  
COMMITTEE

DANIEL T. COOPER  
CHAIRMAN, HOUSE WAYS AND MEANS  
COMMITTEE

FRANK W. FUSCO  
EXECUTIVE DIRECTOR

December 2, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex,

On behalf of the South Carolina Budget & Control Board, I am pleased to endorse the South Carolina Department of Education's proposal to expand the South Carolina Longitudinal Information Center for Education (SLICE 2013) through funding from the US Department of Education's Statewide Longitudinal Data System (SLDS) grant program.

Three divisions within the Budget and Control Board—the Office of Research and Statistics, the Division of State Information Technology and the Division of Procurement Services—have been integral partners in the creation and implementation of South Carolina's existing SLDS, with funding from the federal FY 2006 SLDS grant. We will continue to work with the Department of Education to expand SLICE, implement new initiatives under this grant, and serve on the SLICE 2013 governing body.

As part of SLICE, the Office of Research and Statistics (ORS) will continue to host the state's education data and provide linkages to data at other state agencies. The ORS will also assist the SCDE with adding new data sources to the existing data warehouse.

As the Division of State Information Technology and the Division of Procurement Services support the planning, provision, use and administration of information technology, these divisions will support SLICE and SLDS grant funding with at least two requests for proposals for vendor software. These divisions will also ensure that the SCDE follows the state's defined standards for technology architecture and the state's defined procurement process for information technology.

SLDS grant funding will enable South Carolina to continue developing a P-20+ system that will serve as the foundation for integrating K-12 data systems with early childhood data systems, post-secondary data systems, and workforce data systems that exist across our state. The Budget and Control Board looks forward to working with the SCDE and its partners to build such a high quality, coordinated data system.

Sincerely,

Frank Fusco, Executive Director

c: Tom Lucht, Director, Division of State Information Technology  
Bobby Bowers, Director, Office of Research and Statistics  
Delbert Singleton, Director, Division of Procurement Services





## South Carolina Commission on Higher Education

Mr. Kenneth B. Wingate, Chair  
Dr. Bettie Rose Horne, Vice Chair  
Douglas R. Forbes, D.M.D.  
Mr. Kenneth W. Jackson  
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Ms. Cynthia C. Mosteller  
Mr. James R. Sanders  
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Mr. Charles L. Talbert, III, CPA  
Mr. Guy C. Tarrant, CCIM  
Mr. Hood Temple  
Charles B. Thomas, Jr., M.D.  
Mr. Neal J. Workman, Jr.  
Dr. Mitchell Zais

Dr. Garrison Walters, Executive Director

October 23, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

It is a pleasure to endorse the partnership among the South Carolina Department of Education, the South Carolina Commission on Higher Education (CHE), and numerous other stakeholder groups to develop and implement South Carolina's longitudinal data system. The funding provided by the US Department of Education's Statewide Longitudinal Data System grant program will enable us to continue developing a PK-20+ system that is useful to various constituencies, from early childhood groups to employers.

The CHE is committed to the project because of its potential to serve our students and other stakeholders in higher education. As you know, the PK-12 system and the higher education system have already worked closely together to create and implement two important projects: (1) the electronic transcript system, which allows South Carolina high students to send electronic copies of their transcripts to public colleges and universities; and (2) the course alignment project, which helps align the content of high school courses with the content of specific college courses so that students are prepared for success at the college level. These initiatives have underscored the benefits and advantages of involving numerous groups in building a longitudinal data system useful to everyone, including the student, while at the same time being mindful of the dangers of wasteful, "just in case" data gathering.

We at the CHE look forward to serving on the data governance committee for the SLDS and to continually seeking avenues to strengthen the state's capacity to collect, align, and use only data that will improve teaching and learning outcomes.

Sincerely,

Garrison Walters



**Mark Sanford**  
Governor

**SOUTH CAROLINA**  
DEPARTMENT OF COMMERCE

**Joe E. Taylor, Jr.**  
Secretary

December 2, 2009

Dr. Jim Rex  
State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

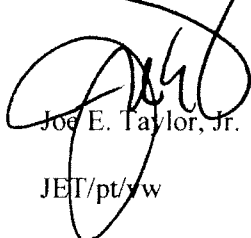
Dear Dr. Rex:

The South Carolina Department of Commerce believes that the development of data bases with complete, correct, longitudinal information is critical for creating and successfully targeting educational and workforce solutions in South Carolina. We are pleased, therefore, to support this proposal to the U.S. Department of Education for a Statewide Longitudinal Data System program grant to develop an integrated data system (SLICE 2013) for K-12, early childhood, post-secondary, workforce, and others as appropriate.

Dr. Peggy Torrey, Deputy Secretary for Workforce for the Department of Commerce, has participated in numerous initiatives to advance public education and workforce preparation, and she will serve on the governing board for SLICE 2013. The Department of Commerce will provide to and use data from SLICE to help the state determine if students (high school and college graduates) are being adequately prepared for the work place. As the foundation for integrating K-12 data systems with early childhood data systems, post-secondary data systems, and workforce data systems that exist across our state, SLICE will enable South Carolina to more effectively understand the impact of P-20 efforts on workforce and economic development, identify trends, and address critical needs.

Since the Department of Commerce administers Workforce Investment Act programs among other tools (such as WorkKeys and Jobs for South Carolina Graduates) to enhance workforce skills, we are extremely interested in the ways that SLICE 2013 can help us understand and address long-term workforce development needs. Ensuring a high quality, well-prepared workforce is essential for South Carolina's economic future, and the Department of Commerce is committed to the partnership that will make SLICE an instrumental key to South Carolina's prosperity.

Sincerely,



Joe E. Taylor, Jr.  
JET/pt/yw



*Serving Children and Families*

KATHLEEN M. HAYES, PH.D.  
STATE DIRECTOR

MARK SANFORD  
GOVERNOR

December 3, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

On behalf of the Department of Social Services (SCDSS), I am pleased to endorse the partnership and proposal by the South Carolina Department of Education (SCDE) to the U.S. Department of Education to expand the Statewide Longitudinal Data System. Grant funding will enable South Carolina to continue developing a P-20+ system that will serve as the foundation for integrating K-12 data systems with early childhood data systems, other human service systems, post-secondary data systems, and workforce data systems that exist across our state.

The SCDSS has been and will continue to be an active participant in the planning for and implementation of the South Carolina Longitudinal Information Center for Education (SLICE 2013). We will provide data as mutually agreed upon and use data from the SCDE to track the achievement of children who are or have been SCDSS clients – many of whom may be considered at-risk for failure in school. By collaborating with the SCDE, we will be better able to enhance instruction and provide additional supports necessary to help these children succeed. The SCDSS will actively serve as part of the governance team for SLICE 2013.

The dynamic partnership among the SCDE, the Department of Social Services, the South Carolina Commission on Higher Education, the State Technical College System, the state Office of Research and Statistics, other diverse state agencies, and numerous other stakeholder groups is a significant advance for South Carolina. Merging P-20 data from state agencies that collect and report childcare, other human service data, and work force data will enable South Carolina to more effectively understand the impact of P-20 efforts on the statewide economy, identify trends, and address critical needs.

This collaborative effort, the sharing and the effective use of meaningful information, can dramatically affect public education and social services in our state. I endorse this initiative on behalf of South Carolina.

Sincerely,

Kathleen M. Hayes, Ph.D.  
State Director

KMH/cts

SOUTH CAROLINA DEPARTMENT OF SOCIAL SERVICES  
OFFICE OF THE DIRECTOR, P.O. BOX 1520, COLUMBIA, S.C. 29202-1520  
TELEPHONE: (803) 898-7360 • FAX: (803) 898-7277  
WEB SITE: [www.state.sc.us/dss](http://www.state.sc.us/dss)

D-11



*Teaching for Tomorrow*

421 Zimacrest Drive • Columbia, South Carolina 29210-6899  
803-772-6553 • 1-800-422-SCEA • FAX 803-772-0922

November 23, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

On behalf of The South Carolina Education Association (The SCEA), the professional association for educators PK – 12 in South Carolina, I recommend the South Carolina Department of Education's grant proposal to expand and establish a statewide longitudinal data system. Such a system can propel educational reform and advancement across our state by using data to promote effective instruction and student achievement, as well as the equitable distribution of effective teachers, implementation of rigorous curriculum and assessments, and initiatives to turnaround struggling schools.

The SCEA fully recognizes the need for educator access to and use of high quality, timely data as an important tool in making decisions and taking action to improve every student's academic performance and to prepare our students for college and career opportunities. Data are essential in accurately identifying needs, planning the learning activities required to remediate those needs, and assessing the effectiveness of those engagements. In addition, the proposed curriculum management component of the data system will strengthen the entire educational process.

As the leading advocate for educational change in South Carolina and with offices across the state, The SCEA provides instructional development, technology innovation, recertification assistance, legal services, political action, legislative initiatives, leadership growth and development, and educator benefits to our members. Our membership includes: classroom teachers, guidance counselors, media specialists, administrators, bus drivers, teaching assistants, lunch room operators, maintenance engineers, clerks and secretaries. Such a diverse and broad membership means that The SCEA can provide access and training to a large number of staff in our schools with assistance from our national affiliate, the National Education Association.

South Carolina's longitudinal data system is essential to meaningful educational reform, and The SCEA looks forward to participating in the data system and the training necessary to access, understand, and use the data effectively in order to have a *Great Public School for Every Student*.

Sincerely,

Sheila C. Gallagher  
The SCEA President

Aaron Wallace, Executive Director

Sheila C. Gallagher, President  
Ray James, Vice President  
Joyce R. Wilson, NEA Director

Affiliated with the National Education Association



October 27, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

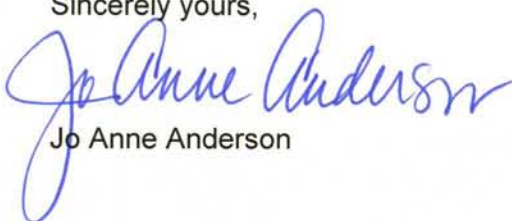
On behalf of the Education Oversight Committee (EOC), I am writing in support of the South Carolina Department of Education's proposal for the statewide longitudinal data system grant from the US Department of Education.

South Carolina's accountability system requires high quality data to guide policy and practice to improve our preK-12 public school system. As a primary user of data collected by the Department, the EOC endorses actions to improve data quality, access and understanding. For example, we advocate for the use of data, including climate, behavioral and instructional assessments, as drivers of educator and parental decisions. We are particularly sensitive to the imperative to identify student behaviors and levels of performance that are associated with dropping-out behaviors. By investing in early interventions we avoid later challenges that may be insurmountable. We also have designed interactive school and district report cards to give parents, policymakers and community members comparative information about schools. The data system has the potential of increasing understanding and building local capacity for analysis. While a handful of South Carolina local school districts have the capacity to manage their data, the majority of our districts rely upon the state structure and analyses. Establishing a framework with the functionality of supporting local questions could be transformational.

The potential for the longitudinal data system is great. In South Carolina we have built a collegial network that is anchored in respect for accuracy and accessibility as well as belief in the power of informed policies and practices. In this project, as in others, the EOC looks forward to working with our colleagues for a successful outcome.

Wishing you the very best, I remain

Sincerely yours,



Jo Anne Anderson

Harold C. Stowe  
CHAIR  
Kristi V. Woodall  
VICE CHAIR  
Michael A. Anthony  
Charmeka Bosket  
Mike Brennan  
Bill Cotty  
Dennis Drew  
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Buffy Murphy  
Joseph H. Neal  
Jim Rex  
Neil C. Robinson, Jr.  
Neil Willis

Jo Anne Anderson  
EXECUTIVE DIRECTOR

Dr. Paul Krohne  
Executive Director

November 19, 2009

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Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

As you are aware, the South Carolina School Boards Association (SCSBA) is extremely interested in research-based, data-informed action for our state's K-12 schools. We are excited by the prospect of linking K-12 data to early childhood and post-secondary data to create a broad picture of the impact of reform on public education and student performance. With this in mind, SCSBA enthusiastically supports the South Carolina Department of Education's proposal to establish a statewide longitudinal data system.

Local school boards will ultimately have access to data that will be used to guide and support reform and improvement in local districts and schools. The capacity to link educator performance to student performance is particularly interesting. Such information, when used to guide improvement in staff development, implementation of best practices, and leadership, has great potential to make that reform happen.

We also support the use of the data system in advancing the equitable distribution of effective teachers, in implementing rigorous curriculum and assessments, and in turning around struggling schools. The proposed longitudinal data system has the capacity for leading to specific solutions to real problems in all three of those critical areas of reform.

SCSBA looks forward to participating in the data system and the training necessary for board members to access and use the data effectively. We stand ready to be a partner in reforming South Carolina's education system so that our students can succeed in the classroom and in life.

Sincerely,



Dr. Paul Krohne



# Senate Education Committee



JOHN COURSON  
CHAIRMAN

SUITE 412  
GRESSETTE OFFICE BUILDING  
TELEPHONE: (803) 212-6250

THE SENATE OF SOUTH CAROLINA  
P. O. BOX 142  
COLUMBIA, SOUTH CAROLINA 29202

SALLY CAUTHEN  
RESEARCH DIRECTOR  
K-12

ROBIN MOSELEY  
RESEARCH DIRECTOR  
HIGHER EDUCATION

December 2, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

I understand that the South Carolina Department of Education is submitting a competitive grant application for federal funds to expand the existing Statewide Longitudinal Data System (SLDS) to an integrated data system supporting instruction and learning from Pre-K to 20. As Chairman of the South Carolina Senate Education Committee, I am writing in support of this application, which is also an integral part of the Department's application for Race to the Top funding. A comprehensive Pre-K to 20+ system accessible to educators, students and their families, state agencies, the public, and policymakers would be an important tool for helping South Carolina move forward in a number of essential areas: early childhood education, K-12 public education, successful transition to postsecondary education, career preparation, teacher preparation, and workforce development.

I fully support the partners who will be engaged in this effort, "SLICE 2013," and its outcomes. The results of this collaborative proposal are critical to South Carolina's educational and economic future.

Sincerely,

A handwritten signature in blue ink, appearing to read "John Courson".

John Courson  
SC Senate



Barry W. Russell  
System President

October 23, 2009

South Carolina  
State Board for Technical and  
Comprehensive Education

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Second Congressional District

Bettis C. Rainsford  
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Fifth Congressional District

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Sixth Congressional District

Bruce Herbert Ellis  
At-Large

Guerry E. Green  
At-Large

James H. Rex  
Ex Officio

Joe E. Taylor, Jr.  
Ex Officio

Dr. Jim Rex  
State Superintendent of Education  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

The South Carolina Technical College System is proud to support the South Carolina Department of Education's application for federal funding under the Statewide Longitudinal Data Systems grant (CFDA #84.372). This proposal will enable South Carolina to expand the state's longitudinal data system to include PK-20 and workforce partnerships, data, and connections.

The State Technical College System will benefit from PK-12 data, especially data that relate to career and college planning and course work completed by students in grades eight through twelve. Our member two-year colleges have a keen interest in linking to workforce data because it will enable us to anticipate economic needs, plan appropriate course offerings for our students, and ensure that students enrolled in the system will be prepared adequately for the work place.

An integrated data system that supports instruction and learning from early childhood through the programs offered by the Technical College System and on into employment will be of great value to South Carolina, not just for education but for economic and workforce development, as well. We look forward to serving on the advisory council as this system is implemented.

Sincerely,

Barry W. Russell  
System President





336.315.7400 or 800.755.3277  
5900 Summit Avenue-201  
Browns Summit, NC 27214

December 1, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

On behalf of the SERVE Center at the University of North Carolina at Greensboro; I am pleased to endorse South Carolina's proposal to the U.S. Department of Education for funding through the Statewide Longitudinal Data System program.

As an active member of SERVE, which serves the Southeast, South Carolina has been part of discussions, with fellow members Alabama, Florida, Georgia, Mississippi, and North Carolina, about the potential of developing regional data systems that would include unique student and educator IDs that could be tracked throughout the Southeast. Electronic transcripts for students, electronic student record transfer, electronic teacher certification, and electronic teacher records transfer are also among the possible functionality discussed by the education leaders from the six southeastern states participating in SERVE. As the individual states who are members of SERVE begin their planning for such regional interoperability, South Carolina will be an active participant in the planning, initial testing, and ultimate implementation.

Ms. Cindy McIntee is the SERVE Policy Analyst for the state housed within the South Carolina Department of Education. She will be a participant in discussions, governance, and advisory for the South Carolina SLDS. As you are well aware, SERVE supports research-based initiatives to improve teaching and learning, and South Carolina's ability to integrate data from various agencies and enable educators, the public, and researchers to access and use this data will be a major step forward for public education in your state.

We look forward to South Carolina's continuing participation in this regional data dialogue, its work to implement a statewide longitudinal data system, and its impact on our region.

Sincerely,

Ludy van Broekhuizen  
Executive Director



December 1, 2009

HARRIS PASTIDES  
PRESIDENT

Dr. James H. Rex  
State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Jim:

On behalf of the University of South Carolina, I am pleased to support the South Carolina Department of Education's collaborative proposal to the US Department of Education regarding the Statewide Longitudinal Data System (SLDS). The University and its campuses are committed to supporting this project because of its potential to facilitate information and transition between and among P-12, higher education, and employers.

As you know, the PK-12 system and the higher education system have already worked closely together to create and implement two important projects: (1) the electronic transcript system, which allows South Carolina high students to send electronic copies of their transcripts to colleges and universities and (2) the course alignment project, which helps align the content of high school courses with the content of specific college courses so that students are prepared for success at the college level. These initiatives have underscored the benefits and advantages of building a data system useful to everyone, including the student.

I understand the Commission on Higher Education will play an instrumental role in the governing and implementing this SLDS, and we anticipate working closely with the Commission to ensure the University's perspectives and concerns are addressed by the proposed system. We expect the SLDS to strengthen the state's capacity to collect, align, and use data that relate to preparation and enrollment in higher education, as well as successful career and college planning and course work completed by students before they enter college. Ultimately, we hope that the SLDS

can help us link higher education with workforce data so we can plan appropriate course offerings so our students will be prepared for the work place when they complete their studies.

Such an integrated data system—that supports instruction and learning from early childhood through the programs offered across the state’s higher education system—will be a great asset to our state’s efforts to advance our public education system, workforce, and economy.

Sincerely,

A handwritten signature in blue ink, appearing to read "H. Pastides", with a stylized, cursive script.

Harris Pastides

November 20, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

Advanced Automation Consulting (AAC) is pleased to endorse the South Carolina Department of Education's proposal to the U.S. Department of Education to continue building a statewide longitudinal data system. As a partner in the project, AAC looks forward to continuing our work to enhance public education's access to and use of data.

Throughout the existing longitudinal data systems grant project, AAC has worked with the South Carolina Department of Education to find the information management and technology consultants and contract staff with the appropriate skill sets to complete the tasks necessary to build, refine, and deploy the longitudinal data system. Finding the right personnel is essential to ensuring the high quality of the proposed South Carolina Longitudinal Information Center for Education (SLICE 2013).

I firmly believe that the key to raising per capita income in South Carolina is improving the quality of education at all levels, and that must begin with K-12. There are exciting career opportunities for South Carolinians and not all of them require advanced degrees. They do however require a good primary education. Better data will help our state and the school districts make more informed decisions leading to improved results. Please let me know if there is anything we can do to help support this important initiative.

Sincerely,



John Denise, President



**Pearson**

10911 White Rock Road, Ste. 200  
Rancho Cordova, CA 95670  
Telephone: 916 288 1600  
[www.PearsonSchool.com](http://www.PearsonSchool.com)

November 20, 2009

Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

I am pleased to support the South Carolina Department of Education's grant proposal for federal funding from the U.S. Department of Education to continue building a statewide longitudinal data system. As a partner in the project and a national leader in instructional technology for more than 40 years, NCS Pearson, Inc. ("Pearson") is committed to supporting the department's work to enhance public education's access to and use of data.

As the vendor for PowerSchool, Pearson is focused on providing the solutions that can impact performance daily. The new version of PowerSchool has raised the bar for student information systems with many innovative features and tools that leverage the latest web technologies and design standards. As part of the South Carolina Longitudinal Information Center for Education (SLICE 2013), Pearson, through its School Systems group, will support the staff at the South Carolina Department of Education as they develop data entry edits for PowerSchool. Through PowerSchool, educators and students will have access to critical information to help shape learning in South Carolina.

Pearson is pleased to partner with the South Carolina Department of Education on this initiative, and we look forward to continuing our work to enhance the quality and utility of South Carolina's longitudinal data system.

Sincerely,

A handwritten signature in dark ink that reads "Paul D. Fletcher". The signature is written in a cursive style with a large, stylized 'P' and 'F'.

Paul Fletcher  
Chief Executive Officer  
School Systems



November 20, 2009



Dr. Jim Rex, State Superintendent  
South Carolina Department of Education  
1429 Senate Street, Suite 1005  
Columbia, South Carolina 29201

Dear Dr. Rex:

As Chairman and Chief Executive Officer of VC3, I am pleased to endorse the South Carolina Department of Education's proposal to obtain federal funding from the U.S. Department of Education to continue building a statewide longitudinal data system. As a partner in the project, VC3 looks forward to continuing our work to enhance public education's access to data.

VC3 has been on the leading edge of Information Technology since 1994, providing a full range of IT services to both the private and public sectors in South Carolina, North Carolina, and Georgia. Headquartered in Columbia, SC, VC3 was named one of South Carolina's Fastest-Growing Companies in 2007 and again in 2008. VC3 is also a member of the Consortium for Enterprise Systems Management (CESM) and will be involved in managing the day-to-day operation of the CESM Data Center.

As part of the South Carolina Longitudinal Information Center for Education (SLICE 2013), VC3 will serve as the vendor for the TestView software that will be used by all school districts in South Carolina. In addition, VC3 will develop the statewide version of the TestView software that will interface with the data warehouse. These two components of South Carolina's data system are essential to providing access to the data that students, their families, and educators need to reform and advance public education.

We are committed to our partnership and our work with the South Carolina Department of Education to provide the resources necessary to move South Carolina's education system to the top levels in the nation.

Sincerely,

David Dunn  
Chairman and Chief Executive Officer

# Budget Narrative

## Budget Narrative - Budget Justification

Attachment 1:

Title: **SLICE 2013 Budget Narrative Justification** Pages: **5** Uploaded File: **F:\USERS\Grants\SDE Grant proposals\Technology\Longitudinal Data System\LDS Dec 09\Budgets\SLICE 2013 Budget Narrative Justification .pdf**

South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
	<b>Personnel</b> (Current existing SCDE personnel, FTEs with 3% annual cost-of-living increase)								
0-Grant	Agency CIO (10%)	\$0	\$9,457	\$0	\$9,740	\$0	\$10,033	\$29,230	\$0
0-Grant	SLDS Grant Project Director (50%)		39,494		40,678		41,899	122,071	
1-Gov	Agency CIO (5%)		4,728		4,870		5,016	14,614	
2-P-20	DBA II (20%)		13,537		13,944		14,362	41,843	
2-P-20	Security Admin (10%)		6,769		6,972		7,181	20,922	
2-P-20	Sr. Applications Analyst (100%)		67,687		69,718		71,809	209,214	
2-P-20	Sr. Applications Analyst [DEQL] (20%)		13,537		13,944		14,362	41,843	
2-P-20	Sr. Information Resource Coord [DEQL] (20%)		13,537		13,944		14,362	41,843	
3-XDW	DBA II (30%)		20,306		20,915		21,543	62,764	
3-XDW	Security Admin (10%)		6,769		6,972		7,181	20,922	
3-XDW	Sr. Applications Analyst (50%)		33,844		34,859		35,905	104,608	
4-I-DEQL	Network Services Analyst (75%)		50,765		4,357			55,122	
4-I-DEQL	Security Admin (20%)		13,537		1,162			14,699	
4-I-DEQL	Sr. Applications Analyst [DEQL] (20%)		13,537		3,486			17,023	
4-I-DEQL	Sr. Information Resource Coord [DEQL] (10%)		6,769		1,743			8,512	
5-DQV	DBA II (20%)		13,537		1,162			14,699	
5-DQV	Security Admin (10%)		6,769		581			7,350	
5-DQV	Sr. Applications Analyst (50%)		33,844		2,905			36,749	
6-SAMS	DBA II (20%)		18,614		12,201			30,815	
6-SAMS	Security Admin (10%)		6,769		4,067			10,836	
6-SAMS	Sr. Applications Analyst (50%)		33,844		20,334			54,178	
7-P-ID	Sr. Applications Analyst [DEQL] (5%)		3,384					3,384	
7-P-ID	Sr. Information Resource Coord [DEQL] (10%)		6,769					6,769	
8-CMS	DBA II (50%)		25,383		34,859		20,944	81,186	
8-CMS	Security Admin (10%)		5,077		6,972		4,189	16,238	
8-CMS	Sr. Applications Analyst (100%)		50,765		69,718		41,889	162,372	
9-EdID	DBA II (50%)		31,587		34,859		2,992	69,438	
9-EdID	Security Admin (10%)		6,769		6,972		598	14,339	
9-EdID	Sr. Applications Analyst (100%)		53,021		69,718		5,984	128,723	
9-EdID	Sr. Applications Analyst [DEQL] (20%)		13,537		13,944		1,197	28,678	



South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
9-EdID	Sr. Information Resource Coord [DEQL] (10%)		6,769		6,972		598	14,339	
	<b>Personnel Subtotal</b>	<b>\$0</b>	<b>\$630,711</b>	<b>\$0</b>	<b>\$532,568</b>	<b>\$0</b>	<b>\$322,044</b>	<b>\$1,485,323</b>	<b>\$0</b>
	<b>Fringe Benefits</b> (For current SCDE FTEs and temporary employees, 31% for fringe benefits, which covers workers compensation, unemployment insurance, life insurance, retirement, and social security dental and health insurance.)								
0-Grant	Agency CIO (10%)	\$0	\$2,932	\$0	\$3,020	\$0	\$3,110	\$9,062	\$0
0-Grant	SLDS Grant Project Director (50%)		12,243		12,610		12,989	37,842	
2-P-20	DBA II (20%)		4,197		4,322		4,452	12,971	
2-P-20	Security Admin (10%)		2,098		2,161		2,226	6,485	
2-P-20	Sr. Applications Analyst (100%)		20,983		21,612		22,261	64,856	
2-P-20	Sr. Applications Analyst [DEQL] (20%)		4,197		4,322		4,452	12,971	
2-P-20	Sr. Information Resource Coord [DEQL] (20%)		4,197		4,322		4,452	12,971	
3-XDW	DBA II (30%)		6,295		6,484		6,678	19,457	
3-XDW	Security Admin (10%)		2,098		2,161		2,226	6,485	
3-XDW	Sr. Applications Analyst (50%)		10,491		10,806		11,130	32,427	
4-I-DEQL	Network Services Analyst (75%)		15,737		1,351			17,088	
4-I-DEQL	Security Admin (20%)		4,197		360			4,557	
4-I-DEQL	Sr. Applications Analyst [DEQL] (20%)		4,197		1,081			5,278	
4-I-DEQL	Sr. Information Resource Coord [DEQL] (10%)		2,098		540			2,638	
5-DQV	DBA II (20%)		4,197		360			4,557	
5-DQV	Security Admin (10%)		2,098		180			2,278	
5-DQV	Sr. Applications Analyst (50%)		10,491		901			11,392	
6-SAMS	DBA II (20%)		5,770		3,782			9,552	
6-SAMS	Security Admin (10%)		2,098		1,261			3,359	
6-SAMS	Sr. Applications Analyst (50%)		10,491		6,304			16,795	
7-P-ID	Sr. Applications Analyst [DEQL] (5%)		1,049					1,049	
7-P-ID	Sr. Information Resource Coord [DEQL] (10%)		2,098					2,098	

South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
8-CMS	DBA II (50%)		7,869		10,806		6,493	25,168	
8-CMS	Security Admin (10%)		1,574		2,161		1,299	5,034	
8-CMS	Sr. Applications Analyst (100%)		15,737		21,612		12,985	50,334	
9-EdID	DBA II (50%)		9,792		10,806		928	21,526	
9-EdID	Security Admin (10%)		2,098		2,161		186	4,445	
9-EdID	Sr. Applications Analyst (100%)		16,437		21,612		1,855	39,904	
9-EdID	Sr. Applications Analyst [DEQL] (20%)		4,197		4,322		371	8,890	
9-EdID	Sr. Information Resource Coord [DEQL] (10%)		2,098		2,161		186	4,445	
	<b>Fringe Benefits Subtotal</b>	<b>\$0</b>	<b>\$194,054</b>	<b>\$0</b>	<b>\$163,581</b>	<b>\$0</b>	<b>\$98,279</b>	<b>\$455,914</b>	<b>\$0</b>
	<b>Travel</b>								
0-Grant	Annual Grantees Meeting (November)	\$3,000	\$0	\$3,500	\$0	\$3,500	\$0	\$0	\$10,000
0-Grant	Annual MIS Conference (March)	3,500		3,500		3,500	0	0	10,500
0-Grant	Annual SC EdTech Meeting (October)	2,500		2,500		2,500	0	0	7,500
1-Gov	Data Governance Committee Travel (Quarterly)	2,016		2,016		2,016	0	0	6,048
	<b>Travel Subtotal</b>	<b>\$11,016</b>	<b>\$0</b>	<b>\$11,516</b>	<b>\$0</b>	<b>\$11,516</b>	<b>\$0</b>	<b>\$0</b>	<b>\$34,048</b>
	<b>Equipment</b>								
4-I-DEQL	Increase bandwidth, add server, enhance software	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
	<b>Equipment Subtotal</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,000</b>
	<b>Supplies</b>								
0-Grant	Equipment Leases for all Projects	\$9,600	\$0	\$9,600	\$0	\$9,600	\$0	\$0	\$28,800
0-Grant	Office Supplies for Grant Team	600		3,000		600	0	0	4,200
0-Grant	Stakeholder Communications	2,000		3,000		3,500	0	0	8,500
2-P-20	Office Supplies for DEQL	3,000				0	0		3,000
4-I-DEQL	Office Supplies for DEQL (inc. Equipment Lease)	3,000							3,000
	<b>Supplies Subtotal</b>	<b>\$18,200</b>	<b>\$0</b>	<b>\$15,600</b>	<b>\$0</b>	<b>\$13,700</b>	<b>\$0</b>	<b>\$0</b>	<b>\$47,500</b>
	<b>Contractual Costs</b>								
0-Grant	SLDS Grant Project Manager (consultant @ 50%)	\$72,872	\$0	\$81,882	\$0	\$84,338	\$0	\$0	\$239,092
10-T4SLICE	Training Coordinator II (consultant @ 100%)	154,275		173,349		178,549			506,173

South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
10-T4SLICE	Training Content Developer (consultant @ 100%)	123,750		152,955		157,544			434,249
2-P-20	CHE: Contractual	944,805		944,805		944,805			2,834,415
2-P-20	CHE: Hardware and Licensing	79,100		0		0			79,100
2-P-20	CHE: Institutional Participation and Collaboration	179,834		179,834		179,834			539,502
2-P-20	CHE: Software Licensing	292,699		164,049		164,049			620,797
2-P-20	CHE: Supplies,Office Space, Communications	84,240		77,200		77,200			238,640
2-P-20	Developer (consultant @ 100%)	61,875		152,955		157,544			372,374
2-P-20	Developer [DEQL] (consultant @ 100%)	61,875		152,955		65,643			280,473
2-P-20	SLDS Grant Project Manager (consultant @ 50%)	72,872		81,882		7,028			161,782
3-XDW	Applications Analyst (consultant @ 50%)	68,063		76,478		78,772			223,313
3-XDW	Developer (2 consultants @ 100%)	204,188		229,433		236,315			669,936
3-XDW	Employment Security Commission: Contractual	24,800		26,040		27,280			78,120
3-XDW	ORS: Contractual	19,297		19,297		19,297			57,891
3-XDW	ORS: Equipment	32,162		32,162		32,162			96,486
3-XDW	ORS: Personnel	175,605		175,605		175,605			526,815
3-XDW	ORS: Supplies,Office Space, Communications	19,297		19,297		19,297			57,891
3-XDW	Project Manager B (consultant @ 50%)	72,872		81,882		84,338			239,092
4-I-DEQL	Developer [DEQL] (consultant @ 100%)	86,625		38,239					124,864
4-I-DEQL	Network Services Analyst (consultant @ 75%)	74,250							74,250
5-DQV	Applications Analyst (consultant @ 50%)	68,063		12,746					80,809
5-DQV	Developer (consultant @ 50%)	61,875		6,373					68,248
5-DQV	Pearson: Contractual	348,557							348,557
6-SAMS	Applications Analyst (consultant @ 50%)	68,063		44,612					112,675
6-SAMS	Developer (consultant @ 50%)	68,063		44,612					112,675
6-SAMS	Project Manager B (consultant @ 50%)	99,825		65,431					165,256

South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
6-SAMS	VC3: Contractual	1,141,326		665,774					1,807,100
7-P-ID	Applications Analyst (consultant @ 50%)	68,063		6,373					74,436
8-CMS	Developer (consultant @ 50%)			70,104		45,950			116,054
8-CMS	Project Manager C (consultant @ 50%)	72,872		81,882		49,198			203,952
8-CMS	Vendor TBD via RFP: Contractual			1,441,177		1,008,823			2,450,000
9-EdID	Developer (consultant @ 50%)	24,750		152,955					177,705
9-EdID	Developer [DEQL] (consultant @ 100%)	4,000		24,720					28,720
9-EdID	Project Manager C (consultant @ 50%)	72,872		81,882		84,338			239,092
9-EdID	Vendor TBD via RFP: Contractual	24,643		295,715		24,643			345,001
	<b>Contractual Subtotal</b>	<b>\$5,028,328</b>	<b>\$0</b>	<b>\$5,854,655</b>	<b>\$0</b>	<b>\$3,902,552</b>	<b>\$0</b>	<b>\$0</b>	<b>\$14,785,535</b>
	<b>Other</b>								
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<b>Total Direct Costs</b>	<b>\$5,067,544</b>	<b>\$824,765</b>	<b>\$5,881,771</b>	<b>\$696,149</b>	<b>\$3,927,768</b>	<b>\$420,323</b>	<b>\$1,941,237</b>	<b>\$14,877,083</b>
	<b>Total Indirect Costs (total direct costs less equipment and with a \$25,000 contractual cap X 2% indirect rate)</b>	<b>\$16,920</b>	<b>\$0</b>	<b>\$18,094</b>	<b>\$0</b>	<b>\$8,917</b>	<b>\$0</b>	<b>\$0</b>	<b>\$43,931</b>
	<b>TOTAL REQUESTED FUNDS</b>	<b>\$5,084,464</b>		<b>\$5,899,865</b>		<b>\$3,936,685</b>			<b>\$14,921,014</b>

# Budget Narrative

## Budget Narrative - ED 524 Section C Spreadsheet

Attachment 1:

Title: **ED 524 Section C Spreadsheet** Pages: **5** Uploaded File: **C:\Documents and Settings\Jhicks\My Documents\budgets\524 Section C Budget Detail.pdf**

South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
	<b>Personnel</b> ( <i>Current existing SCDE personnel, FTEs with 3% annual cost-of-living increase</i> )								
0-Grant	Agency CIO (10%)	\$0	\$9,457	\$0	\$9,740	\$0	\$10,033	\$29,230	\$0
0-Grant	SLDS Grant Project Director (50%)		39,494		40,678		41,899	122,071	
1-Gov	Agency CIO (5%)		4,728		4,870		5,016	14,614	
2-P-20	DBA II (20%)		13,537		13,944		14,362	41,843	
2-P-20	Security Admin (10%)		6,769		6,972		7,181	20,922	
2-P-20	Sr. Applications Analyst (100%)		67,687		69,718		71,809	209,214	
2-P-20	Sr. Applications Analyst [DEQL] (20%)		13,537		13,944		14,362	41,843	
2-P-20	Sr. Information Resource Coord [DEQL] (20%)		13,537		13,944		14,362	41,843	
3-XDW	DBA II (30%)		20,306		20,915		21,543	62,764	
3-XDW	Security Admin (10%)		6,769		6,972		7,181	20,922	
3-XDW	Sr. Applications Analyst (50%)		33,844		34,859		35,905	104,608	
4-I-DEQL	Network Services Analyst (75%)		50,765		4,357			55,122	
4-I-DEQL	Security Admin (20%)		13,537		1,162			14,699	
4-I-DEQL	Sr. Applications Analyst [DEQL] (20%)		13,537		3,486			17,023	
4-I-DEQL	Sr. Information Resource Coord [DEQL] (10%)		6,769		1,743			8,512	
5-DQV	DBA II (20%)		13,537		1,162			14,699	
5-DQV	Security Admin (10%)		6,769		581			7,350	
5-DQV	Sr. Applications Analyst (50%)		33,844		2,905			36,749	
6-SAMS	DBA II (20%)		18,614		12,201			30,815	
6-SAMS	Security Admin (10%)		6,769		4,067			10,836	
6-SAMS	Sr. Applications Analyst (50%)		33,844		20,334			54,178	
7-P-ID	Sr. Applications Analyst [DEQL] (5%)		3,384					3,384	
7-P-ID	Sr. Information Resource Coord [DEQL] (10%)		6,769					6,769	
8-CMS	DBA II (50%)		25,383		34,859		20,944	81,186	
8-CMS	Security Admin (10%)		5,077		6,972		4,189	16,238	
8-CMS	Sr. Applications Analyst (100%)		50,765		69,718		41,889	162,372	
9-EdID	DBA II (50%)		31,587		34,859		2,992	69,438	
9-EdID	Security Admin (10%)		6,769		6,972		598	14,339	
9-EdID	Sr. Applications Analyst (100%)		53,021		69,718		5,984	128,723	
9-EdID	Sr. Applications Analyst [DEQL] (20%)		13,537		13,944		1,197	28,678	

South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
9-EdID	Sr. Information Resource Coord [DEQL] (10%)		6,769		6,972		598	14,339	
	<b>Personnel Subtotal</b>	<b>\$0</b>	<b>\$630,711</b>	<b>\$0</b>	<b>\$532,568</b>	<b>\$0</b>	<b>\$322,044</b>	<b>\$1,485,323</b>	<b>\$0</b>
	<b>Fringe Benefits</b> (For current SCDE FTEs and temporary employees, 31% for fringe benefits, which covers workers compensation, unemployment insurance, life insurance, retirement, and social security dental and health insurance.)								
0-Grant	Agency CIO (10%)	\$0	\$2,932	\$0	\$3,020	\$0	\$3,110	\$9,062	\$0
0-Grant	SLDS Grant Project Director (50%)		12,243		12,610		12,989	37,842	
2-P-20	DBA II (20%)		4,197		4,322		4,452	12,971	
2-P-20	Security Admin (10%)		2,098		2,161		2,226	6,485	
2-P-20	Sr. Applications Analyst (100%)		20,983		21,612		22,261	64,856	
2-P-20	Sr. Applications Analyst [DEQL] (20%)		4,197		4,322		4,452	12,971	
2-P-20	Sr. Information Resource Coord [DEQL] (20%)		4,197		4,322		4,452	12,971	
3-XDW	DBA II (30%)		6,295		6,484		6,678	19,457	
3-XDW	Security Admin (10%)		2,098		2,161		2,226	6,485	
3-XDW	Sr. Applications Analyst (50%)		10,491		10,806		11,130	32,427	
4-I-DEQL	Network Services Analyst (75%)		15,737		1,351			17,088	
4-I-DEQL	Security Admin (20%)		4,197		360			4,557	
4-I-DEQL	Sr. Applications Analyst [DEQL] (20%)		4,197		1,081			5,278	
4-I-DEQL	Sr. Information Resource Coord [DEQL] (10%)		2,098		540			2,638	
5-DQV	DBA II (20%)		4,197		360			4,557	
5-DQV	Security Admin (10%)		2,098		180			2,278	
5-DQV	Sr. Applications Analyst (50%)		10,491		901			11,392	
6-SAMS	DBA II (20%)		5,770		3,782			9,552	
6-SAMS	Security Admin (10%)		2,098		1,261			3,359	
6-SAMS	Sr. Applications Analyst (50%)		10,491		6,304			16,795	
7-P-ID	Sr. Applications Analyst [DEQL] (5%)		1,049					1,049	
7-P-ID	Sr. Information Resource Coord [DEQL] (10%)		2,098					2,098	

South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
8-CMS	DBA II (50%)		7,869		10,806		6,493	25,168	
8-CMS	Security Admin (10%)		1,574		2,161		1,299	5,034	
8-CMS	Sr. Applications Analyst (100%)		15,737		21,612		12,985	50,334	
9-EdID	DBA II (50%)		9,792		10,806		928	21,526	
9-EdID	Security Admin (10%)		2,098		2,161		186	4,445	
9-EdID	Sr. Applications Analyst (100%)		16,437		21,612		1,855	39,904	
9-EdID	Sr. Applications Analyst [DEQL] (20%)		4,197		4,322		371	8,890	
9-EdID	Sr. Information Resource Coord [DEQL] (10%)		2,098		2,161		186	4,445	
	<b>Fringe Benefits Subtotal</b>	<b>\$0</b>	<b>\$194,054</b>	<b>\$0</b>	<b>\$163,581</b>	<b>\$0</b>	<b>\$98,279</b>	<b>\$455,914</b>	<b>\$0</b>
	<b>Travel</b>								
0-Grant	Annual Grantees Meeting (November)	\$3,000	\$0	\$3,500	\$0	\$3,500	\$0	\$0	\$10,000
0-Grant	Annual MIS Conference (March)	3,500		3,500		3,500	0	0	10,500
0-Grant	Annual SC EdTech Meeting (October)	2,500		2,500		2,500	0	0	7,500
1-Gov	Data Governance Committee Travel (Quarterly)	2,016		2,016		2,016	0	0	6,048
	<b>Travel Subtotal</b>	<b>\$11,016</b>	<b>\$0</b>	<b>\$11,516</b>	<b>\$0</b>	<b>\$11,516</b>	<b>\$0</b>	<b>\$0</b>	<b>\$34,048</b>
	<b>Equipment</b>								
4-I-DEQL	Increase bandwidth, add server, enhance software	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$10,000
	<b>Equipment Subtotal</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,000</b>
	<b>Supplies</b>								
0-Grant	Equipment Leases for all Projects	\$9,600	\$0	\$9,600	\$0	\$9,600	\$0	\$0	\$28,800
0-Grant	Office Supplies for Grant Team	600		3,000		600	0	0	4,200
0-Grant	Stakeholder Communications	2,000		3,000		3,500	0	0	8,500
2-P-20	Office Supplies for DEQL	3,000				0	0		3,000
4-I-DEQL	Office Supplies for DEQL (inc. Equipment Lease)	3,000							3,000
	<b>Supplies Subtotal</b>	<b>\$18,200</b>	<b>\$0</b>	<b>\$15,600</b>	<b>\$0</b>	<b>\$13,700</b>	<b>\$0</b>	<b>\$0</b>	<b>\$47,500</b>
	<b>Contractual Costs</b>								
0-Grant	SLDS Grant Project Manager (consultant @ 50%)	\$72,872	\$0	\$81,882	\$0	\$84,338	\$0	\$0	\$239,092
10-T4SLICE	Training Coordinator II (consultant @ 100%)	154,275		173,349		178,549			506,173



South Carolina Longitudinal Information Center for Education 2013  
524 Part C Budget Detail

Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
10-T4SLICE	Training Content Developer (consultant @ 100%)	123,750		152,955		157,544			434,249
2-P-20	CHE: Contractual	944,805		944,805		944,805			2,834,415
2-P-20	CHE: Hardware and Licensing	79,100		0		0			79,100
2-P-20	CHE: Institutional Participation and Collaboration	179,834		179,834		179,834			539,502
2-P-20	CHE: Software Licensing	292,699		164,049		164,049			620,797
2-P-20	CHE: Supplies, Office Space, Communications	84,240		77,200		77,200			238,640
2-P-20	Developer (consultant @ 100%)	61,875		152,955		157,544			372,374
2-P-20	Developer [DEQL] (consultant @ 100%)	61,875		152,955		65,643			280,473
2-P-20	SLDS Grant Project Manager (consultant @ 50%)	72,872		81,882		7,028			161,782
3-XDW	Applications Analyst (consultant @ 50%)	68,063		76,478		78,772			223,313
3-XDW	Developer (2 consultants @ 100%)	204,188		229,433		236,315			669,936
3-XDW	Employment Security Commission: Contractual	24,800		26,040		27,280			78,120
3-XDW	ORS: Contractual	19,297		19,297		19,297			57,891
3-XDW	ORS: Equipment	32,162		32,162		32,162			96,486
3-XDW	ORS: Personnel	175,605		175,605		175,605			526,815
3-XDW	ORS: Supplies, Office Space, Communications	19,297		19,297		19,297			57,891
3-XDW	Project Manager B (consultant @ 50%)	72,872		81,882		84,338			239,092
4-I-DEQL	Developer [DEQL] (consultant @ 100%)	86,625		38,239					124,864
4-I-DEQL	Network Services Analyst (consultant @ 75%)	74,250							74,250
5-DQV	Applications Analyst (consultant @ 50%)	68,063		12,746					80,809
5-DQV	Developer (consultant @ 50%)	61,875		6,373					68,248
5-DQV	Pearson: Contractual	348,557							348,557
6-SAMS	Applications Analyst (consultant @ 50%)	68,063		44,612					112,675
6-SAMS	Developer (consultant @ 50%)	68,063		44,612					112,675
6-SAMS	Project Manager B (consultant @ 50%)	99,825		65,431					165,256

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Outcome	Budget Item	Fed Funds Yr 1	In-kind Yr 1	Fed Funds Yr 2	In-kind Yr 2	Fed Funds Yr 3	In-kind Yr 3	In-kind Total	Fed Funds Total
6-SAMS	VC3: Contractual	1,141,326		665,774					1,807,100
7-P-ID	Applications Analyst (consultant @ 50%)	68,063		6,373					74,436
8-CMS	Developer (consultant @ 50%)			70,104		45,950			116,054
8-CMS	Project Manager C (consultant @ 50%)	72,872		81,882		49,198			203,952
8-CMS	Vendor TBD via RFP: Contractual			1,441,177		1,008,823			2,450,000
9-EdID	Developer (consultant @ 50%)	24,750		152,955					177,705
9-EdID	Developer [DEQL] (consultant @ 100%)	4,000		24,720					28,720
9-EdID	Project Manager C (consultant @ 50%)	72,872		81,882		84,338			239,092
9-EdID	Vendor TBD via RFP: Contractual	24,643		295,715		24,643			345,001
	<b>Contractual Subtotal</b>	<b>\$5,028,328</b>	<b>\$0</b>	<b>\$5,854,655</b>	<b>\$0</b>	<b>\$3,902,552</b>	<b>\$0</b>	<b>\$0</b>	<b>\$14,785,535</b>
	<b>Other</b>								
		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	<b>Other Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<b>Total Direct Costs</b>	<b>\$5,067,544</b>	<b>\$824,765</b>	<b>\$5,881,771</b>	<b>\$696,149</b>	<b>\$3,927,768</b>	<b>\$420,323</b>	<b>\$1,941,237</b>	<b>\$14,877,083</b>
	<b>Total Indirect Costs (TDC less equipment and with \$25,000 contractual cap x 2% rate)</b>	<b>\$16,920</b>		<b>\$18,094</b>		<b>\$8,917</b>			
	<b>Total Requested</b>	<b>\$5,084,464</b>		<b>\$5,899,865</b>		<b>\$3,936,685</b>			<b>\$14,921,014</b>